



# STATE OF IOWA

THOMAS J. VILSACK, GOVERNOR  
SALLY J. PEDERSON, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
TED STILWILL, DIRECTOR

June 12, 2002

Marcia Kingman  
U.S. Department of Education  
400 Maryland Avenue  
Washington, D.C. 20202-6400

Dear Marcia:

Attached is the electronic edition of Iowa's Consolidated Application for No Child Left Behind. It represents very careful consideration of the No Child Left Behind requirements and the Iowa system of education. We are hopeful that you and your colleagues will concur with us that not only do we share the same aspirations for our young people, we also are able to collaborate on the means by which those aspirations are achieved.

You and your colleagues have a challenge in processing all of the consolidated applications that you will receive. Please note the following organizational features of our document that will aid you in meeting your responsibility:

1. The table of contents is arranged according to the directions you provided in May. A reader choosing to select sections of the document will know the page for which the section begins by consulting the table of contents. With the complete document available electronically, a reader can move the cursor over an endnote marking to view in a pop up window the reviewer's guide item that is addressed in the paragraph, table, or sentence that follows.
2. We have inserted endnotes arranged according to the reviewer's guides that were sent to us late in May. Endnotes permit a reviewer to find the paragraph, table, or sentence that addresses a specific item from the reviewer's guide. With the complete document available electronically, the reviewer choosing to use endnotes would begin in the endnotes section of the document. By selecting the endnote with the cursor, using the key next to the right hand control key the reviewer will be taken directly to the paragraph, table, or sentence in the document that addresses the item from the reviewer's guide. Appendix L is a complete listing of the codes

and reviewer guide items.

Whether reading from front to back or, using the endnotes, from back to front you will find clear and convincing evidence of Iowa's commitment to all children learning more and learning better.

We have provided opportunities for public input through the State Board meeting, interaction with the Governor's office, development of specific program actions across public and private agencies, and through a public hearing over the Iowa Communication Network on June 10, 2002.

If I can be of further assistance, I can be reached by telephone at 515-281-3333 or by email at [judy.jeffrey@ed.state.ia.us](mailto:judy.jeffrey@ed.state.ia.us).

Sincerely,

A handwritten signature in black ink that reads "Judy Jeffrey". The script is cursive and fluid, with the first name "Judy" and last name "Jeffrey" clearly distinguishable.

Judy Jeffrey  
Contact Person, NCLB  
Division Administrator for Early Childhood,  
Elementary and Secondary Education

**NO CHILD LEFT BEHIND**  
(P.L. 107 - 334)

**CONSOLIDATED APPLICATION**

Submitted Electronically and by Post To

Marcia Kingman  
U.S. Department of Education  
400 Maryland Ave.  
Washington, D.C. 20202-6400

By

**IOWA DEPARTMENT OF EDUCATION**



Logo EPS copy

**Mr. Ted Stilwill**  
**Director**

**The Honorable Tom Vilsack**  
**Governor**

**Ms. Judy Jeffrey**  
**Division Administrator**

June 12, 2002

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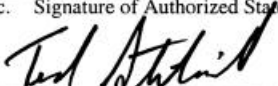

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## Part I (Goals and Indicators) Signatories

### CONSOLIDATED STATE APPLICATION - SIGNATURE PAGE


The State of Iowa hereby requests funds as authorized by section 9302 of the ESEA for the programs selected and identified on the "List of Programs Included in this Consolidated Application."

<p>1. Legal name of Applicant Agency (State Educational Agency):  Iowa Department of Education</p>	<p>2. D.U.N.S. number: 808346555  Taxpayer ID Number (TIN): 426004525</p>
<p>3. Address (include zip):  Grimes State Office Building Des Moines, Iowa 50319-0146</p>	<p>4. Contact Person for Consolidated Application Name: Judy Jeffrey  Position: Division Administrator  Telephone: 515-281-3333 Fax: 515-281-7700 E-Mail: judy.jeffrey@ed.state.ia.us</p>
<p>5. Is the applicant delinquent on any Federal debt? <u>  X  </u> No  Yes, explanation attached.</p>	
<p>6. By signing this consolidated State application, the State certifies the following:</p> <p style="margin-left: 20px;">a. The following assurances and certifications covering the programs included in this Consolidated State Application have been filed with the U.S. Department of Education (either as a part of this Application or through another submission from the State):</p> <ul style="list-style-type: none"> <li>i. <u>Section 14303 and EDGAR</u>. The assurances in Section 9304 (a) of the ESEA, and Section 76.104 of the Education Department General Administrative Regulations (EDGAR)</li> <li>ii. <u>ESEA Program Assurances</u>. Any assurances or certifications included in the statutes governing any program included in this Application.</li> <li>iii. <u>Assurances and Certifications</u>. Any assurances or certifications included in the Application under "Assurances and Certifications."</li> <li>iv. <u>Crosscutting</u>. As applicable, the assurances in OMB Standard Form 424B (Government-wide Assurances for Non-Construction Programs).</li> <li>v. <u>Lobbying; debarment/suspension; drug-free workplace</u>. The three certifications in ED Form 80-0013 and 80-0014, relating to lobbying, debarment/suspension, and drug-free workplace. (For more information, see 61 <i>Fed. Reg.</i> 1412 (01.19.96).)</li> </ul> <p style="margin-left: 20px;">b. As of the date of submission of this Application, none of the facts have changed upon which those certifications and assurances were made.</p>	
<p>7. To the best of my knowledge and belief, all data are true and correct. The governing body of the applicant has duly authorized the document and the applicant will comply with the assurances and certifications provided in this package if the assistance is awarded.</p>	
<p>a. Printed Name and Title of Authorized State/SEA Representative:  Ted Stilwill, Director</p>	<p>b. Telephone: 515-281-3436 Fax: 515-281-4122 E-Mail: ted.stilwill@ed.state.ia.us</p>
<p>c. Signature of Authorized State/SEA Representative:  </p>	<p>d. Date:  </p>

OMB No. 1810-0576  
Expires 11.30.2002

5.07.2002

### Chief Executive Officer Cover Sheet

1. Legal Name of Applicant Agency (Chief Executive Office): <b>Office of the Governor</b>	2. DUNS Number: <b>808345920</b>
3. Address (including zip code):  <b>State Capitol Building 1007 E. Grand Des Moines, Iowa 50319</b>	4. Contact Person Name: <b>Janet Zwick</b>  Position: <b>Division Administrator, Iowa Dept. of Public Health</b>  Telephone: <b>(515) 281-4417</b> Fax: <b>(515) 281-4535</b> E-Mail Address: <a href="mailto:jzwick@idph.state.ia.us">jzwick@idph.state.ia.us</a>
5. Reservation of Funds: <u>20%</u> Indicate the amount the Governor wishes to reserve (up to 20%) of the total State SDFSCA State Grant allocation.	
6. By signing this form the Governor certifies the following: a. The following assurances and certifications covering the Safe and Drug-Free Schools and Communities Act State Grants program have been filed with the U.S. Department of Education (either as a part of this Application or through another submission from the State): i. <u>Section 14303 and EDGAR</u> . The assurances in Section 9304(a) of the ESEA, and Section 76.104 of the Education Department General Administrative Regulations (EDGAR). ii. <u>ESEA Program Assurances</u> . Any assurances or certifications included in the statutes governing the Safe and Drug-Free Schools and Communities Act State Grants program. iii. <u>Assurances and Certification</u> . Any assurances or certifications included in the Application under "Assurances and Certifications." iv. <u>Cross-Cutting</u> . As applicable, the assurances in OMB Standard Form 424B (Government-wide Assurances for Non-Construction Programs.)v. <u>Lobbying; debarment/suspension; drug-free workplace</u> . The three certification in ED Form 80-0013 and 80-0014, relating to lobbying, debarment/suspension, and drug-free workplace. (For more information, see 61 Fed. Reg. 1412 (01.19.96).) b. As of the date of submission of this Application, none of the facts has changed upon which those certifications and assurances were made.	
7. To the best of my knowledge and belief, all data are true and correct. The governing body of the applicant has duly authorized the document and the applicant will comply with the assurances and certification provided in this package if the assistance is awarded.	
8. Typed name of Chief Executive Officer  <b>Thomas J. Vilsack</b>	9. Telephone Number:  <b>(515) 281-5211</b>
10. Signature of Chief Executive Officer 	11. Date  <b>June 10, 2002</b>

## ESEA PROGRAMS INCLUDED IN THE CONSOLIDATED STATE APPLICATION

### Checklist

The state of IOWA requests funds for the programs indicated below:

- ☒ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- ☒ Title I, Part B, Subpart 3: Even Start Family Literacy
- ☒ Title I, Part C: Education of Migrant Children
- ☒ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☒ Title I, Part F: Comprehensive School Reform
- ☒ Title II, Part A: Teacher and Principal Training and Recruiting Fund
- ☒ Title II, Part D: Enhancing Education Through Technology
- ☒ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- ☒ Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
- ☒ Title IV, Part A, Subpart 2: Community Service Grants
- ☒ Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers
- ☒ Title V, Part A: Innovative Programs
- ☒ Title VI, Part A, Subpart 1, Section 6111: State Assessment Program
- ☐ <sup>0.2</sup>Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments Competitive Grant Program
- ☒ Title VI, Part B, Subpart 2: Rural and Low-Income Schools

### SEA Contacts for ESEA Programs<sup>0.3</sup>

ESEA Program Title	SEA Program Contact		
	Name	Phone	E-mail address
Title I, Part A	Paul Cahill	515-281-3944	<a href="mailto:paul.cahill@ed.state.ia.us">paul.cahill@ed.state.ia.us</a>
Title I, Part B, 3	Susan Andersen	515-281-4747	<a href="mailto:susan.andersen@ed.state.ia.us">susan.andersen@ed.state.ia.us</a>
Title I, Part C	Donna Eggleston	515-281-3999	<a href="mailto:donna.eggleston@ed.state.ia.us">donna.eggleston@ed.state.ia.us</a>
Title I, Part D	Kara Weigel	515-281-0368	<a href="mailto:kara.weigel@ed.state.ia.us">kara.weigel@ed.state.ia.us</a>
Title I, Part F	Jim Graeber	515-281-5663	<a href="mailto:jim.graeber@ed.state.ia.us">jim.graeber@ed.state.ia.us</a>
Title II, Part A	Dave Winans	515-281-4158	<a href="mailto:dave.winans@ed.state.ia.us">dave.winans@ed.state.ia.us</a>
Title II, Part D	John O'Connell	515-242-6354	<a href="mailto:john.oconnell@ed.state.ia.us">john.oconnell@ed.state.ia.us</a>
Title III, Part A	Carmen Sosa	515-281-3805	<a href="mailto:carmen.sosa@ed.state.ia.us">carmen.sosa@ed.state.ia.us</a>
Title IV, Part A (SEA)	Linda Miller	515-281-4705	<a href="mailto:linda.miller@ed.state.ia.us">linda.miller@ed.state.ia.us</a>
Title IV, Part A (Governor)	Janet Zwick	515-281-4417	<a href="mailto:Jzwick@idph.state.ia.us">Jzwick@idph.state.ia.us</a>
Title IV, Part A, Subpart 2	Linda Miller	515-281-4705	<a href="mailto:linda.miller@ed.state.ia.us">linda.miller@ed.state.ia.us</a>
Title IV, Part B	Janet Zwick	515-281-4417	<a href="mailto:Jzwick@idph.state.ia.us">Jzwick@idph.state.ia.us</a>
Title V, Part A	Lory Johnson	515-281-3145	<a href="mailto:lory.johnson@ed.state.ia.us">lory.johnson@ed.state.ia.us</a>
Title VI, Part A, Subpart 1, 6111	Tom Deeter	515-281-3517	<a href="mailto:tom.deeter@ed.state.ia.us">tom.deeter@ed.state.ia.us</a>
Title VI, Part B, Subpart 2	Mary Beth Schroeder Fracek	515-281-3160	<a href="mailto:marybeth.schroederfracek@ed.state.ia.us">marybeth.schroederfracek@ed.state.ia.us</a>

## Part I: Goals and Indicators

### A. No Child Left Behind (NCLB) goals

#### 2.1 <sup>0.4</sup> No Child Left Behind (NCLB) goals

The Iowa Department of Education (IDE) has established the United States Department of Education (USDE) five NCLB performance goals for the state. The department will also present, for the State Board of Education's consideration and approval, the NCLB five performance goals at the August 1 and 2, 2002, meeting.

### B. Indicators

#### 2.2 <sup>0.5</sup> Indicators

The IDE will collect and report the data required for all twelve of the USDE performance indicators at the times specified within the goal and indicator statements.

### C. State of Iowa additional goals and indicators:

<sup>0.6</sup>The state of Iowa has mandated, through legislation, the following performance indicators for the state and school districts to report through state and local report cards.

21. *Develop and adopt rules by July 1, 1999, incorporating accountability for student achievement into the standards and accreditation process described in section 256.11. The rules shall provide for all of the following:*
- b) *A set of core academic indicators in mathematics and reading in grades four, eight, and eleven, a set of core academic indicators in science in grades eight and eleven, and another set of core indicators that includes, but is not limited to, graduation rate, postsecondary education, and successful employment in Iowa. Annually, the department shall report state data for each indicator in the condition of education report. [IC 256.7(21)(a)(b)]*

In keeping with this mandate of the Iowa Legislature, the State Board of Education has adopted administrative rules to implement this section of Iowa Code:

- (3) *State indicators. A school or school district shall collect data on the following indicators for reporting purposes:*
- (1) *The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher reading status using at least three achievement levels and by gender, race, socioeconomic status, students with disabilities, and other subgroups as required by state or federal law.*
  - (2) *The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher mathematics status using at least three achievement levels and for gender, race, socioeconomic status, students with disabilities, and other subgroups as required by state or federal law.*
  - (3) *The percentage of all eighth and eleventh grade students achieving proficient or higher science status using at least three achievement levels.*

- (4) *The percentage of students considered as dropouts for grades 7 to 12 by gender, race, students with disabilities, and other subgroups as required by state or federal law.*
- (5) *The percentage of high school seniors who intend to pursue postsecondary education/training*
- (6) *The percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. This measure should be the measure used by the majority of students in the school, school district, or attendance center who plan to attend a postsecondary institution.*
- (7) *The percentage of high school graduates who complete a core program of four years of English-language arts and three or more years each of mathematics, science, and social studies. [IAC 12.8(3)]*

<sup>0.7</sup>The IDE will align the current required state reporting requirements, to the extent possible, with the 12 performance indicators required under NCLB, thus ensuring that school districts recognize the alignment between federal and state policy. <sup>0.6</sup>If there are any NCLB indicators that cannot be aligned with the state required report card for the public school districts, the department will collect the additional data under federal program guidelines for reporting to the USDE.

- D. The IDE will submit targets and baseline data for the USDE indicators that are related to Annual Yearly Progress (AYP) which are outlined in the rules and regulations promulgated by the USDE by May 2003. The Iowa Department of Education will submit targets and baseline data for USDE indicators that are not related to AYP by September 2003.

## **Part II: State Activities**

### **Standards, Assessments & Accountability**

#### **1.a. Timeline for reading and mathematics standards.**

<sup>1a</sup>Iowa complies with the NCLB legislation as permitted in Sec. 1111. State Plans (b) (5). No Child Left Behind stipulates the following eligibility for waiver from adoption of standards and assessment of the standards listed in NCLB:

- P.L. 107-334 No Child Left Behind (NCLB) Section 1111(b)(5):
- `(5) STATE AUTHORITY- If a State educational agency provides evidence, which is satisfactory to the Secretary, that neither the State educational agency nor any other State government official, agency, or entity has sufficient authority, under State law, to adopt curriculum content and student academic achievement standards, and academic assessments aligned with such academic standards, which will be applicable to all students enrolled in the State's public elementary schools and secondary schools, then the State educational agency may meet the requirements of this subsection by--
    - `(A) adopting academic standards and academic assessments that meet the requirements of this subsection, on a statewide basis, and limiting their applicability to students served under this part; or
    - `(B) adopting and implementing policies that ensure that each local educational agency in the State that receives grants under this part will adopt curriculum content and student academic achievement standards, and academic assessments aligned with such standards, which--
      - `(i) meet all of the criteria in this subsection and any regulations regarding such standards and assessments that the Secretary may publish; and
      - `(ii) are applicable to all students served by each such local educational agency.

Iowa's adoption and implementation of policies that accompany Iowa Code and Iowa Administrative Code (See Appendix A, Iowa Code Applicable to P.L. 107-334 (256.11 (10)(11)(12)) and Appendix B, [Iowa Administrative Code Applicable to P.L. 107-334, (12.8 (1)(2)(3)(4)(5)(6)(7)) ensures that each local school board in the State adopt content standards in reading, mathematics and science. All local districts in Iowa have locally established and local board approved reading and mathematics content standards. Each local district and nonpublic school has filed a Comprehensive School Improvement Plan (CSIP) with the Iowa Department of Education that contains its local K-12 content standards in reading, mathematics, and science. Content standards were also reviewed for clarity, rigor, and quality through the use of a criteria matrix provided by the state department. The criteria selected by the department were based on criteria suggested by the Council of Chief State School Officers (Appendix K). The review of the local standards according to the criteria is on file with the state department of education. A team comprised of Department and area education agency (AEA) staff reviewed each CSIP to assure that each school district has met the Code requirements.

Iowa school districts are currently required to have challenging reading and mathematics standards for students in grades 3 – 8. If districts have not already disseminated grade-level expectations for reading/language arts and mathematics for grades 3 – 8 because their standards currently cover more than one grade level, they will be required to do so by May, 2003.

Iowa Administrative Code requires public school districts to prepare, in consultation with teachers and citizens, a CSIP every five years and to implement that plan through the daily practices in each school and classroom. Each school district's accreditation is dependent upon compliance with this requirement and the accompanying requirements for annual progress reports (APR) of student progress toward the academic goals established by the CSIP.

### **1.b. Timeline for Science Standards**

Iowa school districts are currently required to have challenging science standards for students. If districts have not already disseminated grade-level expectations for science for grades 3 through 8 because their standards currently cover more than one grade level, they will be required to do so by May 2006. <sup>1b</sup>The State Board of Education will discuss and decide in the fall of 2002 whether or not to stipulate a particular elementary grade or to allow local board action on the grade or grades at the elementary level. Each school district will be required to submit evidence of these standards to the Iowa Department of Education by September 2007.

### **1.c. Timeline for Development of Assessments**

The waiver of standards and assessment of standards available to states and discussed in section 1.a. of this document is also applicable to the development of assessments.

Iowa's adoption and implementation of policies accompany the Iowa Code and the Iowa Administrative Code (See Appendix A, Iowa Code Applicable to P.L. 107-334 (256.11 (10)(11)(12)) and Appendix B, Iowa Administrative Code Applicable to P.L. 107-334, (12.8 (1)(2)(3)(4)(5)(6)(7)) ensure that each local school board in the State provides for the districtwide assessment for all students aligned and that these assessments are aligned with the district content standards. They also establish at least three performance levels for reading and mathematics in grades 4, 8, and 11 and science in grades 8 and 11. The applicable section of IAC follows:

#### *12.8(1)*

*f. Assessment of student progress. Each school or school district shall include in its comprehensive school improvement plan provisions for districtwide assessment of student progress for all students. The plan shall identify valid and reliable student assessments aligned with local content standards. These assessments are not limited to commercially developed measures. School districts receiving early intervention funding described in subrule 12.5(18) shall provide for diagnostic reading assessments for kindergarten through grade 3 students as described in 1999 Iowa Acts, House File 743.*

*(1) State indicators. Using at least one districtwide assessment, a school or school district shall assess student progress on the state indicators in, but not limited to, reading, mathematics, and science as specified in subrule 12.8(3). At least one districtwide assessment shall allow for, but not be limited to, the comparison of the school or school district's students with students from across the state and in the nation in reading*

*mathematics, and science. A school or school district shall use additional assessments to measure progress on locally determined content standards in at least reading, mathematics, and science.*

- (2) Performance levels. A school or school district shall establish at least three performance levels on at least one districtwide valid and reliable assessment in the areas of reading and mathematics for at least grades 4, 8, and 11 and science in grades 8 and 11 or use the achievement levels as established by the Iowa Testing Program to meet the intent of this subparagraph (2).*

*12.8(3)*

- b. Annual progress report. Each school or school district shall submit an annual progress report to its local community, its respective area education agency, and the department. That report shall be submitted to the department by September 15, 2000, and by September 15 every year thereafter. The report shall include, but not be limited to, the following information:*
  - (1) Baseline data on at least one districtwide assessment for the state indicators described in subrule 12.8(3). Every year thereafter the school or school district shall compare the annual data collected with the baseline data. A school or school district is not required to report to the community about subgroup assessment results when a subgroup contains fewer than ten students at a grade level. A school or school district shall report districtwide assessment results for all enrolled and tuitioned-in students.*
  - (2) Locally determined performance levels for at least one districtwide assessment in, at a minimum, the areas of reading, mathematics, and science. Student achievement levels as defined by the Iowa Testing Program may be used to fulfill this requirement.*
  - (3) Long-range goals to improve student achievement in the areas of, but not limited to, reading, mathematics, and science.*
  - (4) Annual improvement goals based on at least one districtwide assessment in, at a minimum, the areas of reading, mathematics, and science. One annual improvement goal may address all areas, or individual annual improvement goals for each area may be identified. When a school or school district does not meet its annual improvement goals for one year, it shall include in its annual progress report the actions it will take to meet annual improvement goals for the next school year.*
  - (5) Data on multiple assessments for reporting achievement for all students in the areas of reading and mathematics by September 15, 2001, and for science by September 15, 2003.*
  - (6) Results by individual attendance centers, as appropriate, on the state indicators as stated in subrule 12.8(3) and any other locally determined factors or indicators. An attendance center, for reporting purposes, is a building that houses students in grade 4 or grade 8 or grade 11.*
  - (7) Progress with the use of technology as required by Iowa Code section 295.3. This requirement does not apply to accredited nonpublic schools.*
  - (8) School districts are encouraged to provide information on the reading proficiency of kindergarten through grade 3 students by grade level. However, all school districts receiving early intervention block grant funds shall report to the department the progress toward achieving their early intervention goals.*
  - (9) Other reports of progress as the director of the department requires and other reporting requirements as the result of federal and state program consolidation.*

Currently, each Iowa student in grade levels (4, 8, 11) is assessed to determine his/her proficiency in reading and mathematics. All public schools in Iowa voluntarily select, as one of the districtwide assessment measures, the Iowa Test of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED). Their level of achievement on the

ITBS and the ITED is determined according to the achievement levels established by the IDE and USDE. The results of these assessments are also analyzed in terms of groups disaggregated by gender, race, socioeconomic status, English Language Learner (ELL), migrant population and special education eligibility. (See Appendix C, The Iowa Model). The achievement levels of Iowa students are consistently in the top 10 of all states' achievement levels.

All 371 local public school districts administer an assessment that has both state and national norms at grades 4, 8, and 11 in reading and mathematics, and grades 8 and 11 in science. They must also have at least one additional assessment measure for each of these content areas. Examples of these include New Standards Reference Exams, locally developed criterion-referenced assessments, ACT Work Keys and Iowa Collaborative Assessment Modules (ICAM). (See the description in 1c. p.12 for ICAM.) Currently, 367 buildings in 136 districts use these modules. Any districtwide measure that is used to determine progress on annual improvement goals (adequate yearly progress) must have at least three performance levels and report by the required sub-groups.

In addition, in September 2001, all school districts in Iowa submitted to the Iowa Department of Education a "Standards Coverage Matrix." This matrix was submitted to the Iowa Department of Education to demonstrate districtwide assessment coverage of locally developed standards in reading and mathematics (see Appendix H "Districtwide Assessment Plan). Area education agencies in Iowa have been conducting workshops for local districts across the state to assist them in accurate alignment between their standards and assessments. Training was conducted for AEA), the Iowa Department of Education, and local personnel in alignment between assessments and standards as part of the development of the ICAM (see Appendix I "Iowa Collaborative Assessment Modules"). In addition, students who do not participate in the general districtwide assessment program are required to participate in the district's alternate assessment. This alternate assessment process is aligned with the local district standards in reading and mathematics.

Local school districts that did not submit the required standards coverage information to the Iowa Department of Education were cited as being out of compliance and required to make necessary corrections within 30 days.

All Iowa school districts will be required to assess reading and mathematics standards in the additional grades required by NCLB. They will be required to submit evidence of this assessment and alignment to local standards to the Iowa Department of Education by September 2006. The State Board of Education will discuss and decide in the fall of 2002 whether or not to stipulate a particular elementary grade or to allow local board action on the grade or grades at the elementary level for science assessment required under NCLB. The school districts will be required to submit evidence for science assessment and alignment to local standards by September 2008.

1ci

<b>Timeline for LEA Assessments</b>			
Subject	Grades	Administer By	Submit Evidence By
Math	4, 8, 11	current	
Math	3, 5, 6, 7, 9	2005-2006	December 2006
Rdg/LA	4, 8, and 11	current	
Rdg/LA	3,5,6,7,9,	2005-2006	December 2006
Science	8, 11	current	
Science	One grade level from elementary (3-5),	2007-2008	December 2008

The Iowa Department of Education has established a timeline outlining a schedule for completion of activities to meet standards, assessment, and accountability requirements as part of the Iowa Title I Final Assessment Plan that was submitted to the USDE in October 2000. The Title I final assessment plan addresses the review process of locally developed standards by the Iowa Department of Education using criteria adapted from the Council of Chief State School Officer Organization (CCSSO).

Technical assistance provided by the department of education and AEAs to assist LEAs in assessment practices.

Even though Iowa school districts are required by state law to develop districtwide assessment systems, the Iowa Department of Education has, and will continue to provide, assistance in the development of technically sound districtwide assessments. Examples of this technical assistance include the following:

- a. Iowa school districts have the opportunity to utilize additional assessments that were developed cooperatively by AEAs with the Department of Education. These assessment modules were the result of a carefully executed strategy to minimize redundancy with ITBS/ ITED and create coherence with school district standards in reading and mathematics. These Iowa Collaborative Assessment Modules (ICAM) are stand-alone assessments that can be used to meet state requirements for multiple measures. Each module has been designed to align with a content standard in either mathematics or reading. Districts can independently determine which assessment module(s) they will administer as part of their districtwide assessment system. Further information about the ICAM can be obtained from <http://www.iowaaea.org/icam/welcome.html>
- b. The Iowa Department of Education has already worked with the Iowa Testing Programs to assure reporting of student data grouped by race, ethnicity, gender, disability status, migrant status, ELL, and economic status as stipulated in 1111 (h)(1)(C)(i).
- c. With the reauthorization of the Elementary and Secondary Education Act (ESEA) the need to ensure all Iowa districts have local districtwide assessments that demonstrate acceptable technical adequacy is imperative. A request for proposal (RFP) to assist the Department of Education in meeting these requirements has been issued. The purpose of this request is to solicit proposals from experienced vendors or individuals with assessment expertise to develop training documents, organize training, and implement regional training in the State of Iowa to document the technical adequacy of districtwide assessments and the alignment of

the local districtwide assessments with local standards and benchmarks. Although this work will be organized and implemented from an external source other than the Department, the intent is that the Department's Cross Bureau Assessment Team will assist in the refinement and implementation of all documents and subsequent trainings.

Through ESEA, the federal government appropriated additional funds to assist states in improving their assessment systems to meet the federal requirements. In Iowa, a refined assessment system with documented technical adequacy and alignment will assist teachers, administrators, parents, and community stakeholders in making decisions regarding the implementation of structured school improvement that impact all students. With this in mind, the Department of Education will continue to assist districts in refining and determining their local districtwide assessment system, that includes alternate assessment and multiple measures, will provide valid and reliable data that determines district students proficiency levels for content standards. Participants will continue to develop the capacity to implement the processes necessary to ensure technically adequate districtwide assessment, accountability and evaluation systems. In order to refine this system of technical assistance, the department has issued a RFP. This RFP is intended to align the work of the local districts with the guidelines specified in the Peer Reviewer Guidance for Evaluating Evidence of Final Assessments Under Title 1 of the Elementary and Secondary Act (USDE, Nov. 1999). Specifically, participants will:

1. Acquire knowledge of concepts of alignment of assessments to standards and benchmarks and instruction.
2. Acquire knowledge of concepts of technical adequacy
  - Validity
  - Reliability
  - Fairness
3. Apply concepts of alignment during training
4. Apply concepts of technical adequacy during training
  - Reliability
  - Validity
  - Fairness
5. Apply concepts of alignment to district assessment systems
6. Apply concepts of technical adequacy to district assessment systems
  - Reliability
  - Validity
  - Fairness
7. Evaluate districtwide assessment and accountability systems
  - Examine district assessment and accountability systems for alignment
  - Examine district assessment and accountability systems for technical adequacy
  - Make recommendations for change in the system based on the results of the examination
  - Implement any needed actions to produce an aligned, districtwide assessment system with technical adequacy.
8. Continue to evaluate appropriateness of the district assessment system and implement change in that system as needed to maintain alignment and technical adequacy.

This proposal process will ensure that the implementation of assessment requirements for NCLB will occur in a timely manner. The table within the RFP lists the major milestones for this implementation:

<b>Activity</b>	<b>Deadline</b>
Intent to Apply	6/14/02
Deadline for receipt of questions related to the Request for Proposal	6/21/02
Receipt of proposal	6/24/02
Notification of award	7/15/02
Complete training documents	November 2002
Finalize training arrangements	November 2002
Conduct training	January through May 2002
Complete evaluation of training and submit a project report	December 2003

#### **1.d. Academic achievement standards**

Although Iowa does not have a mandatory state assessment system, all school districts voluntarily select the use of the ITBS and the ITED as a standardized test measure used to assess student performance. These assessment measures are at least one of the districtwide measures required by Iowa Code. The department has worked with the Iowa Testing Programs to establish performance levels for grades 4, 8, and 11 in reading and mathematics and grades 8 and 11 in science. Schools and school districts in Iowa have been required to report student achievement in performance levels since 1997-98 and this will be expanded easily to meet the additional grade levels required by NCLB.

The Iowa Testing Programs defined these performance levels through the establishment of an achievement level report system for the ITBS and the ITED. One report is for mathematics based on the ITBS Mathematics Total Scores or the ITED Quantitative Thinking Scores. A second report for reading is based on the ITBS Reading Comprehension Scores or the ITED Reading Comprehension.

The national percentile rank score scale was partitioned in two ways to render two sets of achievement levels. For the first set, achievement levels will be defined by the percentile-rank groupings 1-40, 41-89, 90-99. The baseline performance is established through nationally representative groups who were tested in the spring of 2000. These three regions have similarities with the reporting requirements for Title I: Achievement reported as Less-than-Proficient, Proficient, and Advanced. For the Achievement Level Report that is reported to each school and school district using the Iowa Testing Programs, these three regions have been labeled as Low Performance, Intermediate Performance, and High Performance.

The set of three achievement levels are useful for meeting state/federal reporting responsibilities of local school districts, but they were deemed by the Iowa Testing Programs to be too broad for allowing districts to monitor local achievement to determine just where changes were or were not being made within the full achievement range. Consequently, an expanded set of regions were defined that would allow for greater precision in viewing the changes of achievement of student subgroups within local districts. Essentially, each of three regions noted above was subdivided into a pair

of regions to form a six-level system. Corresponding labels were attached to these particular labels: Weak, Marginal, Moderate, Skilled, Accomplished, and Distinguished.

For both sets of achievement level labels, names used for Title I and those used by the National Assessment of Educational Progress (NAEP) were avoided intentionally. Because this achievement level benchmarking approach does not build performance standards into it as do those used by some states for Title I or for those used by NAEP, unique names for Iowa achievement levels were important for reducing possible inappropriate comparisons across reporting systems.

<sup>1d</sup>The Iowa Department of Education will continue to work with the Iowa Testing Programs to establish achievement levels for the remaining grades and content areas required by NCLB. Student data will be available to establish the achievement levels for the remaining grade levels as the number of students already tested in Iowa is such that an adequate sample is available to the Iowa Testing Programs to assist in the establishment of the levels. The reading and mathematics levels will be established by the school year of 2005-2006. The science levels will be established by December 2006. Iowa will use the ITBS and the ITED to determine the AYP performance for the state in reading, mathematics, and science. All school districts will use districtwide assessment measures beyond the ITBS and ITED for determining Adequate Yearly Progress (AYP) in reading, mathematics, and science will be required to establish performance levels that are commensurate with the achievement levels of ITBS and ITED at the same time that the state is required to establish such achievement levels with the Iowa Testing Programs, i.e. reading and mathematics during the school year of 2005-2006 and science by December, 2006. The state will continue to provide technical assistance to school districts to help in determining appropriate cut scores and achievement levels for local districtwide assessments.

#### **1e. Adequate yearly progress (AYP) – starting point**

The state of Iowa will submit the data elements and procedures for calculations for AYP according to the rules and regulations promulgated by the USDE in June 2002.

#### **1f. State definition of AYP**

By January 31, 2003, the state of Iowa will provide the State's definition of adequate yearly progress to the USDE.

#### **1g. Disaggregated information**

By January 31, 2003, the state of Iowa will identify the minimum number of students that the State has determined based on sound statistical methodology, to be sufficient to yield statistically reliable information for each purpose for which disaggregated data are used and justify this determination. This response will be consistent with the final regulations of the USDE.

#### **1.h Single accountability system**

In Iowa, all school districts are held accountable for student learning through the processes established in Iowa Code. Each school district must establish content standards, align assessments with these standards, and report to their community and the

state in a consistent manner the results of student learning. In addition, each school district must administer a districtwide assessment measure that can compare the district students to other students in Iowa and in the nation. The measures that have been selected by the districts are the ITBS and the ITED. The results from school level, district level, and state level achievement allow the school, district, and state to analyze the progress of their students in relation to the state performance indicators. This will permit application to the performance indicators for AYP purposes established by NCLB. Thus, Iowa will use the ITBS and the ITED as the state measure for determining adequate yearly progress. The achievement levels as described in 1d will be used to determine proficiency of students and the percentage of students attaining proficiency. Any measures that a local school district may use, in addition to the ITBS and the ITED, to determine AYP must meet the technical adequacy requirements established by the state and must report student results by at least three performance levels and by the required subgroups. The voluntary selected achievement measures (ITBS/ITED) allows the state to annually determine that local school district selected districtwide assessments are sufficiently rigorous.

This accountability system has been established through Iowa law and through the collaborative work with the USDE. In September 1997, the Iowa Department of Education and representatives of the USDE forged an agreement hereafter referred to as the "Iowa Model." (See Appendix C.) The Iowa Model provides Iowa the opportunity to continue to demonstrate the local control values that have created a strong educational system within the state, while at the same time meeting the requirements of the Improving America Schools Act of 1994. This strong educational system has been demonstrated to be effective through the continued high achievement of Iowa students. The system continually works to improve itself through local accountability and state oversight.

Before the Iowa Model could be agreed upon, representatives for USDE and the Title I program closely examined the relationship between federal requirements and Iowa accreditation standards. Both pieces focused on high expectations for student achievement especially in the areas of reading and mathematics. The federal legislation asked that states establish content and performance standards, while Iowa placed this responsibility on local districts.

Iowa Code and Iowa Administrative Law determine that the accountability for student learning resides with a local school board and local school district. The state department of education and the State Board is required to monitor that each school board and school district takes their responsibility for improving student learning seriously and continually plan to decrease the student achievement gap and improve learning for all students. Thus, the state again cites P.L 107-334 for the actions the state plans to take to implement NCLB.

*P.L. 107-334 No Child Left Behind (NCLB) Section 1111(b)(5):  
(5) STATE AUTHORITY- If a State educational agency provides evidence, which is satisfactory to the Secretary, that neither the State educational agency nor any other State government official, agency, or entity has sufficient authority, under State law, to adopt curriculum content and student academic achievement standards, and academic assessments aligned with such academic standards, which will be applicable to all students enrolled in the State's public elementary schools and secondary schools, then the State educational agency may meet the requirements of this subsection by--*

- `(A) adopting academic standards and academic assessments that meet the requirements of this subsection, on a statewide basis, and limiting their applicability to students served under this part; or*
- `(B) adopting and implementing policies that ensure that each local educational agency in the State that receives grants under this part will adopt curriculum content and student academic achievement standards, and academic assessments aligned with such standards, which--*
  - `(i) meet all of the criteria in this subsection and any regulations regarding such standards and assessments that the Secretary may publish; and*
  - `(ii) are applicable to all students served by each such local educational agency.*

Iowa law requires each school district and board to establish a CSIP that incorporates the content and performance standards and the assessments required by NCLB. There is a process for involvement of local stakeholders, plan development, and accountability goals as determined through Iowa Administrative Code.

<sup>1h</sup>Iowa Administrative Code provides for specific guidance to Iowa school districts for the process to be used at the local level that includes accountability for student achievement results.

***II A-11 281—12.8(256) Accountability for student achievement.*** *Schools and school districts shall meet the following accountability requirements for increased student achievement. Area education agencies shall provide technical assistance as required by 281—72.7(273).*

***12.8(1) Comprehensive school improvement.*** *The general accreditation standards are minimum, uniform requirements. However, the department encourages schools and school districts to go beyond the minimum with their work toward ongoing improvement. As a means to this end, local comprehensive school improvement plans shall be specific to a school or school district and designed, at a minimum, to increase the learning, achievement, and performance of all students. As a part of ongoing improvement in its educational system, the board shall adopt a written comprehensive school improvement plan designed for continuous school, parental, and community involvement in the development and monitoring of a plan that is aligned with school or school district determined needs. The plan shall incorporate, to the extent possible, the consolidation of federal and state planning, goal setting, and reporting requirements. The plan shall contain, but is not limited to, the following components:*

*a. Community involvement.*

- (1) Local community.* *The school or school district shall involve the local community in decisionmaking processes as appropriate. The school or school district shall seek input from the local community about, but not limited to, the following elements at least once every five years:*
  - 1. Statement of philosophy, beliefs, mission, or vision;*
  - 2. Major educational needs; and*
  - 3. Student learning goals.*
- (2) School improvement advisory committee.* *To meet requirements of Iowa Code section 280.12(2), the board shall appoint and charge a school improvement advisory committee to make recommendations to the board. Based on the committee members' analysis of the needs assessment data, they shall make recommendations to the board about the following components:*
  - 1. Major educational needs;*
  - 2. Student learning goals; and*
  - 3. Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement.*

- (3) *At least annually, the school improvement advisory committee shall also make recommendations to the board with regard to, but not limited to, the following:*
  1. *Progress achieved with the annual improvement goals for the state indicators that address reading, mathematics, and science in subrule 12.8(3);*
  2. *Progress achieved with other locally determined core indicators; and*
  3. *Annual improvement goals for the state indicators that address reading, mathematics, and science achievement.*
- b. *Data collection, analysis, and goal setting.*
  - (1) *Policy. The board shall adopt a policy for conducting ongoing and long-range needs assessment processes. This policy shall ensure involvement of and communication with the local community regarding its expectations for adequate preparation for all students as responsible citizens and successful wage earners. The policy shall include provisions for keeping the local community regularly informed of progress on state indicators as described in subrule 12.8(3), other locally determined indicators within the comprehensive school improvement plan as required by Iowa Code section 280.12, and the methods a school district will use to inform kindergarten through grade 3 parents of their individual child's performance biannually as described in 1999 Iowa Acts, House File 743. The policy shall describe how the school or school district shall provide opportunities for local community feedback on an ongoing basis.*
  - (2) *Long-range data collection and analysis. The long-range needs assessment process shall include provisions for collecting, analyzing, and reporting information derived from local, state, and national sources. The process shall include provisions for reviewing information acquired over time on the following:*
    1. *State indicators and other locally determined indicators;*
    2. *Locally established student learning goals; and*
    3. *Specific data collection required by federal and state programs.*  
*Schools and school districts shall also collect information about additional factors influencing student achievement which may include, but are not limited to, demographics, attitudes, health, and other risk factors.*
  - (3) *Long-range goals. The board, with input from its school improvement advisory committee, shall adopt long-range goals to improve student achievement in at least the areas of reading, mathematics, and science.*
  - (4) *Annual data collection and analysis. The ongoing needs assessment process shall include provisions for collecting and analyzing annual assessment data on the state indicators, other locally determined indicators, and locally established student learning goals.*
  - (5) *Annual improvement goals. The board, with input from its school improvement advisory committee, shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention program as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.*
- c. *Content standards and benchmarks.*
  - (1) *Policy. The board shall adopt a policy outlining its procedures for developing, implementing, and evaluating its total curriculum. The policy shall describe a process for establishing content standards, benchmarks, performance levels, and annual improvement goals aligned with needs assessment information.*
  - (2) *Content standards and benchmarks. The board shall adopt clear, rigorous, and challenging content standards and benchmarks in reading, mathematics, and science to guide the learning of students from the date of school entrance until high school graduation.*

*Standards and benchmarks may be adopted for other curriculum areas defined in 281—Chapter 12, Division V. The comprehensive school improvement plan submitted to the department shall contain, at a minimum, content standards for reading, mathematics, and science. The educational program as defined in 281—Chapter 12, Division II, shall incorporate career education, multicultural and gender fair education, technology integration, global education, higher-order thinking skills, learning skills, and communication skills as outlined in subrules 12.5(7), 12.5(8), 12.5(10), and 12.5(11), and subparagraph 12.8(1) “c”(1).*

- d. *Determination and implementation of actions to meet the needs. The comprehensive school improvement plan shall include actions the school or school district shall take districtwide in order to accomplish its long-range and annual improvement goals as required in Iowa Code section 280.12(1) “b.”*
  - (1) *Actions shall include, but are not limited to, addressing the improvement of curricular and instructional practices to attain the long-range goals, annual improvement goals, and the early intervention goals as described in subrule 12.5(18).*
  - (2) *A school or school district shall document consolidation of state and federal resources and requirements, as appropriate, to implement the actions in its comprehensive school improvement plan. State and federal resources shall be used, as applicable, to support implementation of the plan.*
  - (3) *A school or school district may have building-level action plans, aligned with its comprehensive school improvement plan. These may be included in the comprehensive school improvement plan or kept on file at the local level.*
- e. *Evaluation of the comprehensive school improvement plan. A school or school district shall develop strategies to collect data and information to determine if the plan has accomplished the goals for which it was established.*
- f. *Assessment of student progress. Each school or school district shall include in its comprehensive school improvement plan provisions for districtwide assessment of student progress for all students. The plan shall identify valid and reliable student assessments aligned with local content standards. These assessments are not limited to commercially developed measures. School districts receiving early intervention funding described in subrule 12.5(18) shall provide for diagnostic reading assessments for kindergarten through grade 3 students as described in 1999 Iowa Acts, House File 743.*
  - (1) *State indicators. Using at least one districtwide assessment, a school or school district shall assess student progress on the state indicators in, but not limited to, reading, mathematics, and science as specified in subrule 12.8(3). At least one districtwide assessment shall allow for, but not be limited to, the comparison of the school or school district’s students with students from across the state and in the nation in reading, mathematics, and science. A school or school district shall use additional assessments to measure progress on locally determined content standards in at least reading, mathematics, and science.*
  - (2) *Performance levels. A school or school district shall establish at least three performance levels on at least one districtwide valid and reliable assessment in the areas of reading and mathematics for at least grades 4, 8, and 11 and science in grades 8 and 11 or use the achievement levels as established by the Iowa Testing Program to meet the intent of this subparagraph (2).*
- g. *Assurances and support. A school or school district shall provide evidence that its board has approved and supports the five-year comprehensive school improvement plan and any future revisions of that plan. This assurance includes the commitment for ongoing improvement of the educational system.*

**12.8(2)** *Submission of a comprehensive school improvement plan. A school or school district shall submit to the department and respective area education agency a multiyear comprehensive school*

improvement plan on or before September 15, 2000. Beginning July 1, 2001, a school or school district shall submit a revised five-year comprehensive school improvement plan by September 15 of the school year following the comprehensive site visit specified in Iowa Code section 256.11 which incorporates, when appropriate, areas of improvement noted by the school improvement visitation team as described in subrule 12.8(4). A school or school district may, at any time, file a revised comprehensive school improvement plan with the department and respective area education agency.

**12.8(3)** *Annual reporting requirements.* A school or school district shall, at minimum, report annually to its local community about the progress on the state indicators and other locally determined indicators.

- a. *State indicators.* A school or school district shall collect data on the following indicators for reporting purposes:
  - (1) *The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher reading status using at least three achievement levels and by gender, race, socioeconomic status, students with disabilities, and other subgroups as required by state or federal law.*
  - (2) *The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher mathematics status using at least three achievement levels and for gender, race, socioeconomic status, students with disabilities, and other subgroups as required by state or federal law.*
  - (3) *The percentage of all eighth and eleventh grade students achieving proficient or higher science status using at least three achievement levels.*
  - (4) *The percentage of students considered as dropouts for grades 7 to 12 by gender, race, students with disabilities and other subgroups as required by state or federal law.*
  - (5) *The percentage of high school seniors who intend to pursue postsecondary education/training.*
  - (6) *The percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. This measure should be the measure used by the majority of students in the school, school district, or attendance center who plan to attend a postsecondary institution.*
  - (7) *The percentage of high school graduates who complete a core program of four years of English-language arts and three or more years each of mathematics, science, and social studies.*
- b. *Annual progress report.* Each school or school district shall submit an annual progress report to its local community, its respective area education agency, and the department. That report shall be submitted to the department by September 15, 2000, and by September 15 every year thereafter. The report shall include, but not be limited to, the following information:
  - (1) *Baseline data on at least one districtwide assessment for the state indicators described in subrule 12.8(3). Every year thereafter the school or school district shall compare the annual data collected with the baseline data. A school or school district is not required to report to the community about subgroup assessment results when a subgroup contains fewer than ten students at a grade level. A school or school district shall report districtwide assessment results for all enrolled and tuitioned-in students.*
  - (2) *Locally determined performance levels for at least one districtwide assessment in, at a minimum, the areas of reading, mathematics, and science. Student achievement levels as defined by the Iowa Testing Program may be used to fulfill this requirement.*

The voluntary common measures (ITBS/ITED) represent a comparability index, as well as for State AYP determination (much like the USDE will utilize NAEP as a confirmatory instrument). This voluntary common measure will then be utilized to

address comparability issues across local education agencies (LEAs). LEAs will utilize additional assessment measures (multiple approaches and formats) and other data to add to the information available for diagnostic, instructional, evaluation, and accountability purposes in reporting results to their communities and to the State. Districts will be required under NCLB to establish a single accountability system using both their norm-referenced measures and locally selected districtwide multiple measures aligned to local content standards to determine progress of student for AYP. Although ITBS and ITED are norm-referenced measures, for AYP accountability purposes and alignment with standards, the assessments are used as criterion-referenced measures. Thus, the processes established for student achievement accountability, according to the statues of Iowa, comply with a single accountability system for all LEAs in the state and for state accountability purposes for NCLB.

### 1. i Languages present, assessment available, additional languages, source of data

The table, which follows, shows the current (2000 – 2001) listing of primary languages and corresponding student enrollment in Iowa schools. Columns two and three show primary language student enrollment for school years 1985-1986 and 1999-2000. The increased number of Iowa students with non-English primary language is clearly evident. One can also discern a sense of the changes of student enrollment within each primary language.

#### LIMITED ENGLISH PROFICIENT STUDENT PRIMARY LANGUAGES FOR PK-12 IOWA PUBLIC AND NONPUBLIC STUDENTS

Primary Language 2000-2001	Students			Year	Perc ent of Total LEP
	1985-1986	1999-2000	2000-2001		
Spanish 62.3%	807	6,187	7,128		
Vietnamese 439	760	768			6.7
Serbo-Croatian 4.9	0	979	556		
Serbian; Srpski Laotian: Pha Xa Lao 548	6 400	434 411			3.8 3.6
Bosnian 3.2	0	283	369		
German 1.3	24	206	153		
Tai Dam 1.2	0	0	142		
Cambodian; Khmer 0.9	239	9	101		
Arabic 0.7	26	75	82		
Chinese: Zhongwen Korean; Choson-o 89	108 136	80 96	76		0.7
Russian 0.6	0	68	65		
Albanian; Shqip 0.4	0	34	44		
Japanese; Nihongo 0.3	0	31	40		
French 0.3	0	21	31		
Hmong 0.3	101	46	29		

Somali	0	26	28	
0.2				
Thai	333	19	23	
0.2				
Swahili	0	16	22	
0.2				
Ukrainian	0	19	15	0.1
(Afan) Oromo	0	10	15	0.1
Indonesian; Bahasaai	0	6	13	
0.1				
Kurdish; Zimany Kurd	0	11	13	0.1
Sudanese	0	8	13	
0.1				
Polish	0	9	11	
0.1				
Croatian; Hrvatski	0	7	10	
0.1				
Punjabi; Panjabi	0	14	10	
0.1				
Portuguese	0	11	10	0.1
Kirundi	0	3	9	
0.1				
Urdu	0	7	8	
0.1				
Nuer	0	104	6	
0.1				
Hindi	0	20	6	
0.1				
American Indian	20	1	5	
<0.1				
Yoruba	0	5	5	
<0.1				
Amharic	0	2	5	
<0.1				
Romanian	0	1	5	<0.1
Tibetan; Bodskad	0	1	5	
<0.1				
Slovenian	0	0	4	<0.1
Persian; Farsi	0	4	4	<0.1
Bulgarian	0	3	4	
<0.1				

Primary Language	Year				Percent of Total LEP Students	
	1985-1986	1999-2000	2000-2001	2000-2001	2000-2001	2000-2001
Gujarati	0	6	4			
<0.1						
Tagalog	0	9	4			
<0.1						
Azerbaijani	0	0	3			<0.1
Afrikaans	0	5	3			
<0.1						
Singhalese	0	4	3			<0.1
Tamil	0	2	3			
<0.1						
Czech	0	1	3			
<0.1						
Bengali; Bangla	0	3	3			
<0.1						
Kinyarwanda	0	6	3			<0.1
Samoan	0	6	3			
<0.1						
Norwegian	0	0	3			<0.1
Finnish; Suomi	0	7	2			
<0.1						
Corsican	0	1	2			
<0.1						
Malayalam	0	5	2			<0.1
Greek	0	2	2			
<0.1						
Macedonian	0	1	2			<0.1
Uzbek	0	0	1			
<0.1						
Nepali	0	1	1			
<0.1						
Marathi	0	1	1			
<0.1						
Maori	0	0	1			
<0.1						
Malay; Bahasa Malays	0	0	1			<0.1
Telugu	0	3	1			
<0.1						
Latvian; Lettish	0	0	1			
<0.1						
Latin	0	0	1			
<0.1						
Burmese; Myanmasa	0	2	1			<0.1
Italian	7	6	1			
<0.1						
Icelandic; Islensk	0	1	1			
<0.1						
Hebrew; Iwrith	0	4	1			
<0.1						
Faroese	0	1	1			
<0.1						
Lingala	0	0	1			
<0.1						
Swedish; Svenska	0	6	0			
0.0						
Estonian	0	5	0			
0.0						
Malays	0	5	0			
0.0						
Turkish	0	5	0			
0.0						
Georgian; Kartuli	0	1	0			
0.0						
Armenian; Hayeren	0	1	0			
0.0						
Not Identified	361	504	619			5.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, LIMITED ENGLISH PROFICIENT STUDENT FILES.

The table presents the number of Iowa Limited English Proficient (LEP) students by primary language for the 2000-2001 school year. Data in the table represent public and nonpublic Iowa LEP student counts for pre-kindergarten through grade 12. During the 2000-2001 school year, Iowa public school districts reported 77 primary languages other than English. In addition, there were 619 students with primary languages, other than English, who were classified by school districts as "other."

In 2000-2001, as in 1985-1986, Spanish was the predominant non-English primary language reported, with 62.3 percent, followed by Vietnamese and Serbo-Croatian at 6.7 percent and 4.9 percent respectively. The State has, therefore, determined that the assessment required under 1111(b) and 1117 apply to our Spanish-speaking students. The state will not require assessment in any other language at this time. The state of Iowa has already made available to LEAs in need of assessments in Spanish a list of assessment tools in that language (see <http://www.state.ia.us/educate/ecese/is/ell/doc/handbook.pdf>).

### **1j. LEAs will provide for English language proficiency assessment**

The IDE will establish an ELL Task Force. This group will consist of representatives from AEAs/LEAs, institutions of higher education (IHE), and consultants knowledgeable in limited English proficiency standards to establish a State evaluation plan and timeline for assisting LEAs in the evaluation of their annual measurable achievement objectives for limited English proficient children.

The IDE believes that school districts should have the flexibility to identify and administer language assessment tests that include speaking, listening, reading, writing, and comprehension. The IDE will provide a list of assessment tools for AEAs/LEAs to select from according to their needs. Technical assistance will be provided by the SEA via ICN and direct face to face meetings with LEA representatives. This technical assistance will provide guidelines to LEAs for selection of an appropriate assessment, policies for inclusion of all ELL students in assessment, reporting requirements for proficiency, and any other assistance needs evidenced by the LEAs. The SEA will also work through the fifteen regional Area Education Agencies in the state to provide direct assistance to LEAs. The list of assessment tools will be available to LEAs via the IDE website in the fall of 2002. LEAs will be required to assess English proficiency during the school year of 2002-2003 and to align the assessment of English proficiency with local academic content and achievement standards.

### **1k. State actions to establish standards and achievement objectives**

III <sup>8b1</sup> In identifying the annual measurable achievement objectives for limited English proficient children, the IDE will:

- Work with major publishers of language assessment tests to help establish the annual measurable achievement objectives of limited English proficient children on each test.

- Conduct workshops with the AEAs/LEAs on the measurable achievement objectives determined by the state for each test.
- Conduct workshops on the administration and scoring of language assessment tests.
- Districts will be required to:
  - <sup>1j 1ji</sup>Annually assess their limited English proficient students with a language assessment test that assesses speaking, reading, writing, listening and comprehension.
  - Assessments must be normed for ELL students and be valid and reliable.
  - Use State identified test(s) to assess limited English proficient students.
  - For districts who want to use their district developed assessment systems, they will need to submit quantifiable evidence of the annual expected gains for each of their subtests.

<sup>1kii</sup>For the first reporting year, 2002-2003, school districts will report the following:

- The number of limited English proficient students
- The measures used to assess the four domains of language
- <sup>III 8b2</sup>The percent of attendance eligible limited English proficient students meeting measurable achievement objectives as identified by the state or as quantified by the district on locally developed tests. All ELL students who have attended school in the United States for three consecutive years, are currently required to participate in the ITBS or the ITED. Data, for the ELL subgroup, is already required by Iowa law and school districts report this data to their community and the department on an annual basis. This achievement is reported by proficiency levels.

The Iowa Department of Education has already provided a list of assessments in reading, mathematics and science. Each LEA will need to determine the alignment of these assessments with the district's standards and utilize or modify the assessments accordingly. This action is aligned with the state policy of locally developed content standards and district responsibility to assess content standards.

## **Part II con't. State Activities**

### **Subgranting process**

#### **2a. Standard process for awarding competitive subgrants**

<sup>2a</sup>The Iowa State Department of Education's standard process for review grants is as follows:

#### *CHAPTER 7 CRITERIA FOR GRANTS*

**281—7.1(256,17A) Purpose.** *The department provides competitive grant funding to a variety of entities throughout the state for support of educational programs. To ensure equal access and objective evaluation of applicants for these funds, grant application materials shall contain, at minimum, specific content. Competitive program grant application packets shall be developed by the department in accordance with these rules unless prohibited by or in conflict with appropriation language, the Iowa Code, the Iowa Administrative Code, federal regulations or interagency agreements between the department and other state agencies.*

**281—7.2(256,17A) Definitions.** For the purpose of these rules, the following definitions shall apply: “Competitive program grant” means the collective activities of a competitive grant funded through the department.

“Department” means the Iowa department of education.

“Program period” means the period of time which the department intends to support the program without requiring the recompetition for funds. The program period is specified within the grant application.

“Service delivery area” means the defined geographic area for delivery of program services.

**281—7.3(256,17A) Requirements.** The following shall be included in all competitive program grant application materials made available by the department:

1. Funding source.
2. Program period.
3. Description of eligible applicants.
4. Services to be delivered.
5. Service delivery area.
6. Target population to be served (if applicable).
7. Funding purpose.
8. Funding restrictions.
9. Funding formula (if any).
10. Matching requirement (if any).
11. Reporting requirements.
12. Performance criteria.
13. Need for letters of support or other materials (if applicable).
14. Application due date.
15. Anticipated date of awarding grant.
16. Required components of submitted grant applications.
17. An explanation of the review process and the review criteria to be used by application evaluators, including the number of points allocated per required component.
18. Appeal process in the event an application is denied.

**281—7.4(256,17A) Review process.** The review process to be followed in determining the amount of funds to be approved for any competitive program grant shall be described in the application. The review criteria and point allocation for each criterion shall also be described in the grant application material. The competitive program grant review committee shall be determined by the appropriate division administrator. The review committee members shall allocate points per review criterion when conducting the review..Ch 7, p.2 Education[281] IAC 12/16/98

In the event competitive program grant applications receive an equal number of points that necessitates a further determination of whether an applicant is to receive a grant, a second review shall be conducted by the division administrator or the division administrator’s designee.

**281—7.5(290,17A) Appeal of grant denial or termination.** Any applicant may appeal the denial of a properly submitted competitive program grant application or the unilateral termination of a competitive program grant to the director of the department. Appeals must be in writing and received within ten working days of the date of the notice of decision and must be based on a contention that the process was conducted outside of statutory authority; violated state or federal law, policy, or rule; did not provide adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members. The hearing and appeal procedures found in 281—Chapter 6 that govern director’s decisions shall be applicable to any appeal of denial or termination. In the notice of appeal, the grantee shall give a short and plain statement of the reasons for the appeal. The director shall issue a decision within a reasonable time, not to exceed 60 days from the date of the hearing. These rules are intended to implement Iowa Code section 256.9(7).

**2a-c. <sup>21a</sup>State process for subgrants for each of the listed programs, including timelines, criteria, and priorities.**

<sup>2b,c</sup>Title I, Part B – Even Start

- a. Continuation grant budgets are all accounted for prior to the announcement of availability of any remaining funds for new grant awards. If in compliance, continuation grants are funded first. The William F. Goodling Even Start Family Literacy Grant application will be available in March 2001. The grant period is July 1, 2001 through June 30, 2005. Grant requests are due on May 15, 2001. Successful applicants will be notified in June 2001. Applicants whose proposals are not recommended for funding will receive written notification with comments. Applicants whose proposals have been rejected shall have the right to appeal.

Any applicant may appeal the denial of a properly submitted program grant application to the Director of the Iowa Department of Education within ten (10) working days upon the receipt of a notification of denial.

The appeal must be based on the grounds that the process was conducted outside of statutory authority, violated state or federal law, policy, or rule, did not provide adequate public notice, was altered without adequate public notice, or involved conflict of interest by staff or committee members.

- b. Selection Process

1. Review Process

- a) Upon receipt of a proposal, agency staff will inventory the proposal for:
      1. Number of copies - an original and three copies (3)= four (4) copies required;
      2. Required attachments and forms completed;
      3. Signatures (Unsigned applications are considered to be incomplete.)
    - b) Late and/or incomplete proposals have no recourse and will not be considered.
    - c) Proposals requesting funds beyond the specified budget range will be considered non-responsive to the Request for Proposals and will not be considered.
    - d) Awards will be made based upon criteria and scoring stated in this RFP.
    - e) <sup>2-1aiv</sup> All eligible applications will be reviewed and rated by an external expert review panel comprised of at least one early childhood, one adult education professional and one individual with expertise in family literacy programs.
    - f) The final decision on recommending grant awards rests with the Iowa Department of Education.
    - g) The Iowa Department of Education reserves the right not to award any grants.
    - h) The Department consults with the committee of practitioners.

2. Scoring

- a. Proposals will be scored on a total point system of 100 points.
    - b. Proposals will be rated according to criteria specified in the application requirements.

3. Priorities

Projects, which clearly portray Federal and State priorities, will receive higher rating as indicated in the Application Requirements. The minimum threshold for continuation of Even Start Grants is meeting 50% of the Indicators of Quality in each of the 4 program components. The Performance Criteria is also listed on pages 65-66 of the State Plan. The priorities are summarized below and appear again within the Application Requirements to assist those preparing applications to respond appropriately.

a. <sup>3-2bi; 3-2cii; 2-1bi</sup> Federal Priorities

- 1) Demonstration that the area to be served by the program has a high percentage or a large number of children and families whom are in need of such services. The local projects are monitored to see that they are fully implementing Even Start in line with the federal statutory requirements of the act as well as the State Indicators of Quality. The local Even Start projects must meet the statutory guidance prior to continuation or new grant awards. High need is demonstrated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, victims of domestic violence, or a high number or percentage of parents who are receiving assistance under a State program funded under part A of Title IV of the Social Security Act or other need-related indicators, including a high percentage of children to be served by the program who reside in a school attendance area eligible for participation in Part A of Title 1 of the Improving America's Schools Act
- 2) <sup>2-1cii</sup> Be located in areas designated as a federal empowerment zone or enterprise community and also in rural and urban areas. (These are not the same as Iowa Empowerment Areas.)

b. State Priority

- 1) <sup>2-1ci</sup> Build on existing services on a first dollar basis, avoiding supplanting. The emphasis in the Even Start law on collaboration among local agencies and community groups and on making maximum use of existing services is strongly endorsed by the Iowa Department of Education. In addition, the Department also places a priority on programming which recognizes the need for both program stability and continuity of services for young children and families. Since these two concepts may conflict in practice, a strong Even Start application will propose services which are collaborative, reflect continuity, resolve potential conflicts between these attributes of high quality services and show greatest promise to be successful models.

Even Start blends early care and education, adult education, parenting education, and opportunities for parent/child interaction. Communities will have varying levels of services in these three components already present in their area. The Even Start program should not propose a duplication of existing community preschool services, but rather seek to strengthen and extend existing services. This approach will lead to a greater likelihood that the Even Start program will continue after the federal funding is exhausted.

For example, a community may have a Head Start program or strong community child care programs. An Even Start application should seek to build on these programs to serve more families rather than to establish parallel services. Likewise, many communities have highly developed services for adult learners. In such communities, Even Start should build upon this service system, with special emphasis on serving eligible adults from especially needy or hard-to-reach population groups.

To ensure successful transition to other programs in the community following Even Start the following items are included in the 'transition plan' required of each program:

- Parents are provided with information regarding local content standards;
- Local performance indicators or benchmarks; and, when appropriate,
- Coordinator visits to schools.

Funds and/or services provided in the Even Start program that are provided through any other state or federal program may count toward meeting the in-kind share of the Even Start program, in addition to local sources. The applicant should take care to

explain in the application how the Even Start funding is being used to expand access to, and not to supplant, services.

- 2) Provide services of sufficient duration and intensity to assure that high outcomes are achieved for both participating children and their parents.

The results of the national Even Start evaluations to date make it clear that Even Start is not successful in programs that do not structure intensive engagement with participating families. These findings are consistent with other research on early childhood and parenting education programs.

*Family literacy services* shall mean services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family (such as eliminating or reducing welfare dependency) and that integrate all of the following activities:

- a) Interactive literacy activities between parents and their children.
- b) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- c) Parent literacy training, including training that leads to economic self-sufficiency.
- d) An age-appropriate education to prepare children for success in school and life experiences.

#### c. Application Requirements

Each proposal must contain the sections described below. Please arrange the proposal in the order shown below and enumerate the various sections of the Application Narrative as shown in the outline. A review committee less favorably receives applications which are poorly organized and which depart from this format. Experience with review committees also suggests that applicants should pay particular attention to accuracy in budgets and the mechanics of writing.

##### 1) Application Form

Each proposal shall contain a completed and signed application form. A brief description of the project must be included in the space provided.

2) Statement of Assurances and Partner Information

Applicants will be required to sign a statement of assurances on the form provided.

3) Application Narrative

Before preparing the application narrative, applicants should read carefully the Even Start programmatic requirements in the Even Start law. A copy is enclosed with the Application Packet. The narrative should be presented in the sequence shown below. The point system and criteria, which will be used in reviewing and scoring the proposals, are identified with each component of the narrative in bold type between brackets.

The Application Narrative is limited to no more than 25 single-spaced typed pages (one side only). Successful applications generally meet this page limit. Information listed in "Required Attachments" on page 16 should be appended to the narrative and need not be counted as part of the 25 pages.

A. Need for Project	10 Points
B. Degree of Cooperation & Coordination	30 Points
C. Plan of Operation	40 Points
D. Evaluation and Continuous Improvement	10 Points
E. Budget	<u>10 Points</u>
Total Points Possible	100 Points

<sup>2b,c</sup>Title I, Part F Comprehensive School Reform (CSR):

- a. <sup>2-1fr</sup>Timelines – The Iowa Department of Education will offer as many application opportunities as is needed in order to award all the CSR grant money and ensure quality applications. Applicants must receive at least 80% of the possible application points in order to be considered for funding.
- b. <sup>2-1fri</sup>Selection criteria and how they promote improved academic achievement – Schools must adequately describe their needs based on analysis of student data, disaggregated by race, gender, socioeconomic status, ELL, and handicap and describe the school's decision-making process, the model selected and how the attributes of the solution match the academic needs of the student population(s). This plan should include a professional development timeline intended to increased student achievement.
- c. <sup>2-1fiii</sup>Priorities and how they promote improved academic achievement  
Schools that select or develop models to improve academic achievement developed from scientifically based research will be given priority consideration on the grant application.
- d. Less than 25% of the schools being funded should meet or exceed the proficient level of reading or mathematics performance when the school is initially funded.
- e. More than 75% of the schools funded should meet or exceed the proficient level of reading and mathematics performance after three years of CSR funding.

<sup>2b,c</sup>Title II, Part A Teacher and Principal Training Subpart 3

<sup>II-A4 II-A5</sup>Representatives from the Board of Regents, Iowa Department of Education, Heartland and Grant Wood AEAs, University of Iowa, Drake University, Kirkwood and Des Moines Community Colleges and 32 LEAs met in Cedar Rapids, Iowa on June 3, 2002, to develop a Math/Science Partnership. Procedures for participation will be identified as this group builds effective professional development strategies to increase student achievement in math and science.

<sup>2b,c</sup>Title II, Part D Enhancing Education Through Technology - Competitive Component

<b>Goal:</b>	<p>To improve the way teachers teach and students learn through the utilization of technology to enhance student learning. This goal can be accomplished through the following:</p> <ul style="list-style-type: none"> <li>• Focus on instructional practice</li> <li>• Tied to student learning outcomes – long range</li> <li>• Focus on learning about technology integration, but also provide opportunities for skill development</li> <li>• Coaching and support - number of sessions conducted</li> <li>• Related to the teacher quality criteria</li> </ul>
<b>Process:</b>	<p><sup>2 IID-1 2IID-13</sup> To maximize the resources of the state and the LEAs, the Iowa department of education will solicit consortium grant applications that allow LEAs to apply their formula funds to consortium efforts. Since many LEAs (306) receive formula funds of less than \$4500, this effort will allow school districts to participate in efforts of sufficient size and scope to be meaningful. The consortia approach will result in 22 applications, 14 AEAs and 8 Urban Eight Network schools (UEN) for the funds. The state education agency to make sure they are linked to one of the state initiatives. Members of the consortium, led by the AEA, will agree to focus on the goal, link to one of the state initiatives, and have at least one high-need school as a member. Under the competitive component, the group application will be written and led by an AEA or a UEN member. Collaboration between AEAs will be encouraged but no more than four AEAs may be involved in a single application. The focus of each application will be on at least one high-need school(s) located in the boundary of the AEA(s) or UEN involved in the application. Other LEAs within the AEA boundaries may also participate in the grant activities. They must utilize their formula funding received under this act in the consortium activities.</p> <p>The UEN schools may choose to either participate in a consortium application or apply on an individual basis as they would be receiving formula money of sufficient size to effectively attain the goals of this program. (All UENs have a high-need school located within their boundaries that could serve as a focus.).</p> <p>In the consortium process there will be mentoring by teachers in high performance schools with their counterparts in high-needs schools. The LEAs will form a partnership with an AEA and other public and private organizations located within the boundaries of the AEA or UEN member. Any application received under this section will require the consideration of the involvement of parents, community members, and institutions of higher education.</p> <p>If an LEA chooses, it may write a letter to the Director at the Iowa Department of Education explaining why it does not need to be a member of a consortium and offer assurances that it can construct and conduct an application of sufficient size and scope. It must also possess the resources and experience in conducting professional development activities as well as meet all other assurances of the application process.</p> <p>Based on FY 02 funding levels, the state will offer 22 competitive grants – one in each AEA that would focus on the rural areas and one for each member of the UEN which would focus on the urban areas of the state. Each grant will be on average, \$83, 000. This, along with the in-kind match (formula funds) should provide resources of sufficient size to produce meaningful results. If an AEA does not contain a high-need school, then it must partner with an AEA that does. However, unused funds will be</p>

	<p>returned for recalculation of grant awards for all eligible applications. The same would be true for any UEN member.</p> <p>All accredited private schools that are serviced by the AEA or UEN member and are within the boundaries of the member of the partnership will participate in the grant application activities to the fullest extent possible. The AEAs and LEAs must engage in timely and meaningful consultation with appropriate private school officials during the design and development of the application and continue the consultation throughout the implementation of the grant. Therefore, for both the formula and competitive awards, the consultation should begin during the development of the local grant proposals if the LEA is part of a partnership proposal. AEAs and LEAs must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in private schools in areas served by the LEAs and local entities. Expenditures for educational services and other benefits for private school children, teachers, and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.</p>
<b>Eligibility:</b>	<p><sup>2IID-2</sup> Only eligible entities will be allowed to compete for the competitive grants. This means LEA's that are significantly above the state poverty average or have the largest numbers of children living in poverty. In order to identify whether an LEA may submit an individual application or must apply as part of a consortium, the following basis will be determined: Unless the LEA is of sufficient size (must have at least 17 schools of which 3 must be high schools and would receive at least \$28,000 under the formula component of the part of the ESEA), it must be part of a consortium. The intent of the effort is to create resources of such a magnitude as to make the improvement efforts practical. The application must focus on one of the identified state initiatives that relate to the LEA's identified need.</p>
<p><sup>2IID-3</sup></p> <p><b>Selection Criteria:</b></p>	<ol style="list-style-type: none"> <li>1. Schools deficient in content areas (RMS – reading, mathematics and science) and/or linked to the various State initiatives such as but not limited to Teacher Quality legislation, Virtual High Schools, Regional Centers of Excellence, and scientifically –based research practices.</li> <li>2. High-need will be based on poverty, technical need, and schools in need of improvement. The consortium will be encouraged to give benefits to identified high-need, SINOI or schools with technical need; (e.g. the consortium might give a high-need school a 3 to 1 credit for each dollar they put in the in-kind contribution to the grant, schools in need of improvement (SINOI) could receive a 2 to 1 credit and schools with technology need might receive a 1.5 to one credit).</li> <li>3. Funds must not be use to supplant but must supplement. This will be determined through the examination of the last three years of the LEA's technology acquisitions and a statement from the LEA describing how their new application is different.</li> <li>4. Assurances shall contain the following: <ul style="list-style-type: none"> <li>• An assurance that the LEA is Child Internet Protection Act (CIPA) compliant for all equipment that is connected to the Internet.</li> <li>• An assurance that at least 25% of these funds will be used for staff development.</li> <li>• An assurance that all nonpublic schools in the district have been contacted to participate in the implementation and support of the plan in all activities done by the LEA under this act.</li> <li>• An assurance that financial resources provided under the Enhancing Education</li> </ul> </li> </ol>

	<p>Through Technology (E2T2) program will supplement, and not supplant, local funds.</p> <ul style="list-style-type: none"> <li>• An assurance that the plan contains a description of how the LEA will provide incentives to teachers who are technologically literate and remain in their area.</li> <li>• An assurance that the LEA will coordinate activities funded through the E2T2 program with technology-related activities supported with funds from other sources.</li> <li>• No more than 3% of the grant for the fiscal agent will be used for indirect cost.</li> </ul>
<p><b>2IID-4</b></p> <p><b>Priorities:</b></p>	<ul style="list-style-type: none"> <li>• To benefit high-need schools and schools in need of improvement.</li> <li>• Focus resources to improve student learning in those identified schools.</li> <li>• Utilize all available resources including financial, technological and human of the LEAs, AEAs and SEA to assist these schools.</li> <li>• Tied to student learning outcomes and specific standards.</li> <li>• <sup>2IID-9</sup>Consolidation of data reporting functions conducted by the AEAs to include the review of data from APR, CSIP and Basic Educational Data Survey (BEDS) reports. This data will provide feedback on the success or failure of the state strategies to improve student achievement to assist in the evaluation of the grant. Statewide data will be published in the department's annual Condition of Education report. All data will be analyzed by the department to determine the effectiveness of the strategies on improving teaching and learning throughout the state. Ten (10) % of the first year's consortium grant will be used to develop an evaluation process including assessment instruments for all AEAs and UEN regarding utilization, effectiveness and integration of technology into the curriculum.</li> </ul>
<p><b>2IID-5</b></p> <p><b>Monitoring and Technical Assistance:</b></p>	<p>The SEA will conduct at least 2 information sessions via the ICN regarding the RFP process for all interested applicants. Also each application will contain a description of how this expertise will be shared with the rest of the members of the partnership and the state.</p> <p>The technical assistance (TA) provided by the state will focus on program implementation and development. It will take the following form: TA assistance provided to each qualifying applicant during the application process, review of the application by content experts at the department, face-to-face interview of each applicant group with content review panel, feedback to applicant if application is found deficient in any area of the RFP, Applicants will have as many opportunities to rewrite the application as it takes until it is found to be acceptable to the review committee. Periodic DE site visits to each applicant to monitor progress as well as AEA accreditation and LEA site visits to review CSIP and APR.</p> <p>Periodic DE site visits to each applicant to monitor progress as well as AEA accreditation and LEA sites visit to review CSIP and APR.</p> <p><sup>2IID-9</sup>Each applicant is expected to provide data that will show the impact of the grant activities. Some of the possible data points are:</p> <ul style="list-style-type: none"> <li>• Student achievement data both from norm-referenced and diagnostic testing as reported in each LEA's APR</li> <li>• Implementation data including access</li> <li>• DE site visit data</li> <li>• Survey of current teachers involved in each initiative</li> <li>• Survey of involved AEA consultants</li> </ul>

	<ul style="list-style-type: none"> <li>• Survey of DE staff involved in each initiative</li> </ul> <p><sup>2IID-6</sup> <sup>2IID-12</sup> Since the application will be written and coordinated through our regional agencies which service all the schools in their region and have contacts with community colleges, IHE, and libraries, the agency will be expected to involve as many of these partners as best fits the focus of the application to provide support for high-need LEAs and SINOI as they incorporate state initiatives into their CSIP. These high-need and SINOI schools will be the main target for the SEA efforts. Linking these schools to what are determined to be our better performing LEAs, using their teachers and best practices to help them improve and implement their CSIP.</p> <p><sup>2IID-7</sup> Since this is a consolidated application and the state has been working on the integration of all LEA programs within their CSIP and APR reports to the state, all LEAs and AEAs are expected to consolidate all federal programs including Title I, Title II, Title III, Title IV, Title V and Title VI.</p> <p>No funding will be approved for the second year under either part of this proposal unless all reports are satisfactory including successful approve of each district's APR, CSIP and evaluation component. During the review, the applicants will demonstrate progress and how the LEAs and AEAs are developing a plan to carry on the activity after the funding for the grant concludes.</p> <p>The grant period will be for three years and the application will contain a plan for how this application will be continued after the funding goes away. There will be a reduction in the amount of the funding for each application to be spread over three years (e.g. year 1: 100%, year 2: 80% year 3: 50%). Part of the application process will involve mini reviews by the SEA. Again the UEN schools could choose to participate in the AEA led activity if it so chose. Again their minimum contribution would be what they would receive under the formula component.</p> <p><sup>2IID-8</sup> No funding will be approved for the second year under either part of this proposal unless all reports are satisfactory including successful approval of each district's APR, CSIP and evaluation component. During the review, the applicants will demonstrate progress and how the LEAs and AEAs are developing a plan to carry on the activity after the funding for the grant concludes. An individual AEA may be involved in more than one grant within its borders, but no more than two at any one time.</p> <p><sup>2IID-5</sup> At least 25% of the funding must be spent on professional development. This applies to both the formula and the competitive component. The AEA or UEN member will design and implement professional development activities for teachers and administrators that support the grant's efforts. These activities will be scientifically research-based and utilize electronic networks and other innovative methods to enhance and implement the professional development activities.</p>
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<sup>2b,c</sup> <sup>IVA-1</sup> Title IV, Part A, Section 4112: Safe and Drug-Free Schools and Communities – Reservation for the Governor

<b>IVA-3</b> <b>Procedures and Timelines:</b>	The Iowa Department of Public Health (IDPH) has put in place procedures for the disbursement of the Governor's portion of the Safe and Drug-Free Schools funds. These procedures include an invitation to schools and non-profit community-based organizations to apply for the funds through a competitive grant writing process. The
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	purpose of this grant writing process is to promote evidence-based substance abuse and violence prevention programming throughout Iowa. Awards are based on demonstrated need and uses of evidence-based prevention programming to: 1) address the social-emotional needs of the target population, and 2) to contribute toward realizing the state's goal in this application and the goals in Iowa's State Plan for Substance Abuse and in the state's drug control strategy as outlined by the Governor's Office of Drug Control Policy. The maximum award is \$90,000.00 for two years.
<b>IVA-5 Selection Criteria:</b>	<ol style="list-style-type: none"> <li>1. Iowa Department of Public Health solicits proposals from schools and non-profit community agencies. Applicants are asked to develop and implement a substance abuse and/or violence prevention program for a two-year period. Multiple youth serving systems are notified of the availability of this funding opportunity. A web-based application is posted.</li> <li>2. The grant application process includes timelines for application training, letters of intent to compete, due dates, and award dates. Scoring criteria are publicized in the application.</li> <li>3. A peer review process is used for determining the grant recipients. School officials, prevention specialists, and youth workers comprise the review teams. Reviewers score the applications using the pre-publicized criteria. Each application receives a score that is the average of the reviewers' scores. Review teams receive instructions on how to identify priorities and performance measures within the review process. The Principles of Effectiveness form the basis of the application formation.</li> </ol>
<b>IVA-7 Priorities:</b>	<p>In addition to adoption of goal 4 of the NCLB legislation, the IDPH participated in development of Iowa's Drug Control Strategy 2002 and endorses its priorities as set out in goal 1: to reduce the demand for alcohol, tobacco, and other drugs. The strategy was adopted by the Iowa Drug Policy Advisory Council, a legislatively mandated and Governor appointed council of stakeholders in substance abuse demand reduction and treatment. Specific objectives targeted in this grant are:</p> <ul style="list-style-type: none"> <li>• Increase local and state programs that model and promote healthy lifestyles, and</li> <li>• Promote healthy attitudes and behaviors toward substance use and abuse.</li> </ul>

<sup>2b,c</sup> IVA-2 Title IV, Part A, Subpart 2, Section 4126: Community Service for Suspended and Expelled Students Grant

The procedures described below were developed in collaboration by representatives from the Iowa Department of Education, the Iowa Department of Human Rights Office of Criminal and Juvenile Justice Planning, and the IDPH.

The table below describes key procedures, selection criteria, and priorities the State will use to award subcontracts to the entities and for the activities required for the program statutes.

<b>IVA-4 Subcontracting Procedures:</b>	The state of Iowa has a standard process for subcontracting. When a contract is for amounts of \$25,000.00 or more, that process parallels the RFP process. A request for bids is formulated and posted. Prospective bidders develop and submit a proposal that meets the requirements of the Request for Bids. The Iowa Department of Education makes the awards using a selection process similar to that described for the RFP process used for subgrants.
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<p><b>IVA-6 Procedures and Timelines:</b></p>	<p>The Iowa Department of Education will administer this program for disbursement of the \$336,264.00 (FY 2002) Iowa allocation. Ninety percent (90%) of the funds will be disbursed to LEAs in a subcontracting process by October 1, 2002. The remaining 10% will be retained by the SEA for technical assistance and program evaluation activities to be carried out either directly or by subcontract.</p> <p>The Community Service Grants for Suspended and Expelled Students will be used to promote academic achievement by providing students excluded from schools the opportunity to continue their education programs with enriched experiences in applying/practicing academic skills to real life experiences. This should increase their motivation to engage in the educational process and to continue their education at least until high school graduation. Award recipients will be required to include this program in a broader context of academic instruction and to tie the community service opportunities to relevant classroom work directed toward future outcomes.</p> <p>The Department of Education will work with the Division of Criminal and Juvenile Justice Planning in the Department of Human Rights, the Iowa Attorney General's office, and the Iowa Collaboration for Youth Development in site selection and oversight of this project. Local education agencies that currently serve the targeted student population in alternative education programs will be identified and given the opportunity to express their interest in developing and implementing a community service program for suspended and expelled students and describe their capacity to do so.</p> <p>Interested LEAs that meet the selection criteria described below will be awarded two-year contracts. Each LEA allocation will be determined using the same formula as that used to distribute the SEA Safe and Drug-Free Schools and Communities funds. The contracting process will include establishment of timelines and performance measures for the successful execution of the contract.</p>
<p><b>Selection Criteria:</b></p>	<p>Four principles will guide the selection of recipients of subcontracts: a) the community service program to be funded must occur within a broader educational context that includes academic instruction, e.g., a service learning approach; b) the community service opportunities provided must foster the development of social, academic and employability skills; c) service opportunities must be tied to relevant classroom work that is directed toward future outcomes; and d) applicants must establish process and outcome performance measures (indicators) for the program and describe a method for monitoring and evaluating program success against those measures. Assurances related to equity issues will be required.</p> <p>Capacity to develop and implement a community service program includes: 1) collaboration beneficial to community service placements; 2) the availability of counseling services for participant students; and 3) a process for reintegration of the students into a regular school or General Educational Development (GED) program, whichever is appropriate.</p>

<b>IVA-8</b>  <b>Priorities:</b>	<p>Participant programs must provide students who otherwise would be excluded from school for a period of time due to suspension or expulsion with the opportunity to continue their education and increase the likelihood that they eventually will graduate from high school and lead successful lives</p> <p>Awards will be directed towards school districts or consortia of school districts with 1) existing alternative education programs, 2) established needs, 3) collaboration with relevant community-based organizations, 4) the capacity to place the program within a broader educational context, and 5) adequate opportunities for quality community service.</p>
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<sup>2b,c</sup> Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers (CCLC)

The procedures described below were developed in collaboration and consultation with the following primary organizations, groups or entities: the Iowa Collaboration for Youth Development - a consortium of state government agencies supporting youth development from a public policy perspective; current federally funded 21<sup>st</sup> CCLC programs; the State Public Policy Group – a statewide broad-based network coalition supporting after school initiatives in Iowa; and a variety of regional and local agencies and organizations that provide programs and services for youth.

**IVB-1 Procedures  
and Timelines:**

The Iowa Department of Education will administer this grant program for disbursement of the \$1.7 million (FY 2002) Iowa allocation. The Department will further coordinate and collaborate the operation of the 21<sup>st</sup> CCLC grant program with the Iowa Collaboration for Youth Development (described above). An open competitive grant process will be used.

The grants will be made available to 126 schools with schoolwide eligible programs identified in Title IA and schools that serve a high percentage of students from low-income families, including middle and high schools; an/or nonprofit organizations (NPOs), community based organizations (CBOs), faith based organizations (FBOs), and other public or private entities, or a consortium of 2 or more such agencies, organizations, or entities that serve students from eligible LEAs. This eligibility includes cities and counties.

IVB-8<sup>7</sup>The purpose of the grant will be to establish or expand *community learning centers* that provide academic enrichment opportunities for children, particularly those who attend high-poverty and low-performing schools, to meet State and local student standards in core academic subjects, to offer students a broad array of enrichment activities that can complement their regular academic programs, and to offer literacy and other educational services to the families of participating children.

IVB-2<sup>7</sup>The grant application process will commence with the posting of the RFP in early winter, awards will be made in April 2003, funds disbursed in July 2003, and programs are expected to begin with the fall semester of 2003. Scoring criteria will be publicized in the application. Awards of not less than \$50,000.00 and not exceeding \$150,000 per local site and \$600,000 per application will be granted. Exact amounts of each award will be based on the formula outlined below:

1. Direct grant funding available annually based on:
  - a. \$3,000 to each program site for state and local evaluation efforts
  - b. Up to \$12,000 to each program site, as requested to meet local needs for transportation costs; and, elimination of barriers that could impede equitable access to, and participation in, activities due to English language acquisition, or other needs for specialized support (e.g., adaptation and/or modification of the curriculum, staff development, specialized resources).
2. The core funding of a program will be awarded on a basis of
  - a. \$7.50 per day X number of students X number of days the program will operate in the after school hours, or
  - b. \$10.00 per day X number of students X number of days the program will operate in both the before and after school hours, or
  - c. Number of days the program will operate on non-school days (Saturdays, holidays, summer) X number of students X \$7.50 for a three-hour program or \$10.00 for at least a four-hour program.
  - d. First year grant award of core funding will be fully earned through at least 70 percent of the proposed student attendance;
  - e. Second year core funding will be fully earned through at least 85 percent of the proposed student attendance;
  - f. Third year grant award must be earned through 100 percent student attendance. An in-kind match is under consideration.
  - g. Fourth year grant award will be reduced by 25 percent and must provide supports to 100 percent of the students served in year three.

	<p>h. Fifth year grant award will be reduced by 50 percent and must provide support to 100 percent of the students served in year three.</p> <p>Each grant will be for a five-year period. The RFP, selection, and award process will follow the procedures for all grants established by the Iowa Department of Education described previously. A peer review process, using a set of objective scoring criteria (to be developed), will be used to select the grant recipients.</p> <p><sup>IVB-4</sup>The review process will follow the standard procedures established by the Iowa Department of Education. Part of the process is the active solicitation of reviewers from across the state who represent the various stakeholder groups impacted by or interested in the mission of the project. On-site or ICN training in the reading process will be provided to all reviewers to ensure the reliability of results. Finally, reviewers will use a facilitated consensus forming process on site to guide their selection of award recipients.</p>
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**IVB-2 Selection  
Criteria:**

1. Iowa will require applicants to provide both opportunities for academic enrichment and a broad array of additional services to reinforce and complement the academic program. Iowa will encourage applicants to offer an array of additional services, programs, and activities including those specified and other learning support opportunities such as service-learning, mentoring, character education, substance abuse and violence prevention, and school health connections. The 21<sup>st</sup> CCLC program will also be coordinated with the CSIP required of local school districts.
2. Iowa will require grantees to offer opportunities for literacy services to family members if there is an identified need in the community and if there are no other avenues for filling that need through coordination with other State and Federal programs (e.g., Even Start, Healthy Start, etc.).
3. Iowa will require grantees to develop broad-based sustainability goals by using braided federal funding streams and integrating cross streams of community services and funding together designed to meet community education concepts associated with year round, community schools.
4. While there is no one single criterion element or formula that guarantees grant applications that will be successful, it is apparent from practitioners and researchers alike and from the broad spectrum of after school programs themselves that certain common elements are necessary in order to develop high quality programs which meet the needs of the diverse population of school age children and youth. Effective after school programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children. With this in mind, the following common elements will be considered when reviewing local applications:
  - Goal setting and strong management
  - Planning for long term sustainability
  - Quality after school staffing
  - Attention to safety, health, and nutrition issues
  - Effective partnerships
  - Strong involvement of families
  - Extended learning opportunities
  - Linkages between school day and after school staff
  - Evaluation of program progress and effectiveness

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	<p>In addition, from a programmatic stand point, local applications will have to demonstrate inclusion of a broad array of programs from the following after school program areas (determination as to the exact number required of each application is still to be determined):</p> <ul style="list-style-type: none"><li>• tutoring and supplemental instruction in basic skills, such as reading, math, and science</li><li>• homework assistance</li><li>• mentoring</li><li>• supervised recreation and athletic programs</li><li>• drug and violence prevention curricula and counseling</li><li>• youth leadership and volunteerism</li><li>• service learning</li><li>• character development</li><li>• college awareness and preparation</li><li>• courses and enrichment in arts and culture</li><li>• computer instruction</li><li>• language instruction</li><li>• employment preparation or training</li></ul>
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<b>IVB-3 Priorities:</b>	<p>Absolute priorities will direct award to 126 schools with schoolwide eligible programs identified in Title IA, and schools that serve a high percentage of students from low-income families, including middle and high schools.</p> <p>Competitive priorities:</p> <ol style="list-style-type: none"> <li>1. Students who attend schools identified for improvement (pursuant to Section 1116 of Title I);</li> <li>2. Joint submission between at least one eligible LEA and at least one NPO, CBO, FBO, and/or other public or private entity - public or private community organization;</li> <li>3. Priority shall be given to applications for programs serving students determined through research-based methods to be in the greatest need of eligible services.</li> <li>4. Proposals that include programming that enhances their emphasis on academic instructional opportunities with an array of additional learning opportunities such as, service-learning, mentoring, character education, substance abuse and violence prevention programs, and school health connections.</li> </ol>
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## Part II con't. State Activities

### Monitoring/Technical Assistance

#### 3. Monitoring and Technical Assistance

The SEA will continue to provide scientifically-based research practices through the technical assistance provided in current initiatives described in this section and through developing technical assistance for comprehensive planning at the LEA and AEA level. The SEA will also provide assistance to grantees in developing an understanding and knowledge base of the scientifically-based research for the specific areas of reading, mathematics, and science. This will be done through pre-grant workshops, ongoing assistance through ICN sessions, and on-site technical assistance to both AEA and LEA agencies. Study teams and cross-bureau teams at the SEA are already completing research into best practices of the content areas and are preparing for dissemination of these practices through web-based information and technical assistance efforts by both the SEA and AEAs. In addition, a group of stakeholders for professional development, are also preparing a process by which teachers and administrators across the state can become discriminating consumers of educational research. Best practices for staff development will also continue to be disseminated and practiced at the AEA and LEA level to ensure the implementation of research-based practices at the classroom level.

<sup>3i</sup> In Iowa there are basically three processes by which the state monitors and provides professional development and technical assistance to LEAs.

- A. <sup>IIA-6; IIA-11</sup> One process is through the monitoring of the school districts CSIP (desk monitoring) that must incorporate the local plans for professional development aligned with the local school district

achievement goals for reading, mathematics, and science. (See more complete description in response to 1.h Single Accountability System) Iowa Administrative Code has carried a requirement for each LEA to establish a staff development plan for many years. Iowa Administrative Code 281-12.7(256) currently states:

**12.7(1)** *Provisions for staff development. Each school or school district shall incorporate into its comprehensive school improvement plan provisions for the professional development of all staff. To meet the professional needs of all staff, staff development activities shall align with district goals; shall be based on student and staff information; shall prepare all employees to work effectively with diverse learners and to implement multicultural, gender fair approaches to the educational program; and shall emphasize the research-based practices to achieve increased student achievement, learning, and performance as stated in the comprehensive school improvement plan. (See Appendix B).*

Each school district also receives a school improvement visit (on-site monitoring) at least once every five years. The purpose of the visit is to determine the actual implementation of the actions described in the LEA plan. Therefore, each school district receives both oversight and technical assistance from the department and the school improvement team on their professional development activities.

- B. <sup>3iii IIA-7</sup>The second process is through the accreditation of the regional educational entities, the AEAs. In the 2002 – 2003 school year there will be 15 area educational agencies supporting the efforts of each Iowa public school district. Each agency provides educational services, media services, and special education services that provide direct support to the instructional programs in Iowa public schools. The AEAs make it possible for Iowa students to reap the benefits of small schools where teaching and learning is a highly personal endeavor and enjoy the expertise that accompanies organizations of sufficient size that an economy of scale can be applied.

The AEAs are accredited by the Iowa Department of Education as charged in Iowa Code 273.10 and 273.11. 273.11 reads as follows:

1. *The state board of education shall develop standards and rules for the accreditation of area education agencies by July 1, 1997. Standards shall be general in nature, but at a minimum shall identify requirements addressing the services provided by each division, as well as identifying indicators of quality that will permit area education agencies, school districts, the department of education, and the general public to judge accurately the effectiveness of area education agency services.*
2. *Standards developed shall include, but are not limited to, the following:*
  - a. *Support for school-community planning, including a means of assessing needs, establishing shared direction and implementing program plans and reporting progress.*
  - b. *Professional development programs that respond to current needs.*
  - c. *Support for curriculum development, instruction, and assessment for reading, language arts, math and science, using research-based methodologies.*
  - d. *Special education compliance and support.*
  - e. *Management services, including financial reporting and purchasing as requested and funded by local districts.*
  - f. *Support for instructional media services that supplement and support local district media centers and services.*
  - g. *Support for school technology planning and staff development for implementing instructional technologies.*
  - h. *A program and services evaluation and reporting system.*
  - i. *Support for school district libraries in accordance with section 273.2, subsection 4.*

<sup>IIA-9</sup> Each AEA has a responsibility to respond to the needs of the LEAs CSIP. This responsibility is documented through the AEA comprehensive improvement plan filed with the Iowa department of education which documents the incorporation of research-based instructional strategies, especially focused on the improvement of reading and mathematics, and their annual progress report. The annual progress report of an AEA is focused on results obtained on their performance measures outlined in IAC 281-72.10(2). (See Appendix F.) One of the performance measures focuses on improved teaching and the actual results obtained through the professional development activities supported and provided by an AEA.

<sup>IIA-8</sup> AEAs, through collaboration across the state and with outside entities such as regional education labs and regional comprehensive centers, continually broker professional development opportunities for LEAs. The AEAs also use the services of outstanding teachers and administrators through the provision of direct training or coaching opportunities for schools. The AEAs provide the support for the majority of professional development services provided to LEAs.

- C. <sup>3iii IIA-1</sup> The third process is the partnership of the state department, professional organizations, higher education, and the AEAs in developing professional development networks to serve the needs of the LEAs. This statewide network is already operational through the statewide reading and mathematics teams serving the schools in need of improvement. These teams continually provide a scientifically-based research foundation upon which classroom and school support is provided through highly trained individuals and teams.

<sup>IIA-9</sup> Because the state of Iowa has a strong belief in providing the knowledge and skills necessary for quality teaching in this state the state of Iowa has raised the bar for professional development throughout the state with the passage of 2001 legislation pertaining to Teacher Quality. This legislation entitled, Student Achievement (SA), Teacher Quality Program (TQ), [Iowa Code 284] (See Appendix E), focuses on improving student achievement by enhancing the quality of teaching in every Iowa classroom. The 2002 Iowa legislature continued the \$40,000,000 funding for this program in spite of a severe budget shortfall. At its core, this program integrates a higher standard for professional development into the school improvement process and planning (CSIP) that had been previously established in Iowa Code [256.7; 256.9; Amended by HF 2549] (See Appendix E).

There are several basic principles on which the SA & TQ Program are based. These principles closely align with the standards established by the National Staff Development Council. <sup>IIA-12</sup> The National Staff Development Council Standards and the standards established in the Iowa Teacher Quality Program:

- emphasize quality professional development;
- clearly target increased student achievement;
- focus on research-based practice;
- place a priority on instructional strategies;
- stress collaboration (e.g., the Iowa Teacher Quality Program emphasis on the collective work on district goals);
- emphasize continuous improvement (e.g., the Iowa Teacher Quality Program links professional development to evaluation and career paths);
- are data driven (e.g., the Iowa Teacher Quality Plan is driven by the CSIP and the data that establishes the instructional priority); and
- call for equity and meeting the needs of all students.

<sup>3iii</sup>To accomplish the goal of increasing student achievement, teachers must have skills and competence in scientifically research-based instructional practices. Professional development ensures that teachers have the skills and knowledge defined in the Iowa Teaching Standards and supporting model criteria. The Iowa Teaching Standards and Supporting Criteria serve as a foundation for the Iowa Evaluator Approval and Training Model, Induction and Mentoring, Individual and District Career Development Plans, and the Career Paths established in the Iowa Teacher Quality legislation.

The Iowa teaching standards and supporting model criteria represent a set of knowledge and skills that reflects the best evidence available regarding effective teaching. The purpose of the standards and supporting model criteria is to provide Iowa school districts with a consistent representation of the complexity and the possibilities of quality teaching. The standards shall serve as the basis for comprehensive evaluations of teachers and as a basis for individual and district professional development plans. Each standard with suggested model criteria is outlined as follows:

**83.4(1)** *Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals. The teacher:*

- a. *Provides evidence of student learning to students, families, and staff.*
- b. *Implements strategies supporting student, building, and district goals.*
- c. *Uses student performance data as a guide for decision making.*
- d. *Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.*
- e. *Creates an environment of mutual respect, rapport, and fairness.*
- f. *Participates in and contributes to a school culture that focuses on improved student learning.*
- g. *Communicates with students, families, colleagues, and communities effectively and accurately.*

**83.4(2)** *Demonstrates competence in content knowledge appropriate to the teaching position. The teacher:*

- a. *Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.*
- b. *Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.*
- c. *Relates ideas and information within and across content areas.*
- d. *Understands and uses instructional strategies that are appropriate to the content area.*

**83.4(3)** *Demonstrates competence in planning and preparing for instruction. The teacher:*

- a. *Uses student achievement data, local standards, and the district curriculum in planning for instruction.*
- b. *Sets and communicates high expectations for social, behavioral, and academic success of all students.*
- c. *Uses student's developmental needs, backgrounds, and interests in planning for instruction.*
- d. *Selects strategies to engage all students in learning.*
- e. *Uses available resources, including technologies, in the development and sequencing of instruction.*

**83.4(4)** *Uses strategies to deliver instruction that meets the multiple learning needs of students. The teacher:*

- a. *Aligns classroom instruction with local standards and district curriculum.*
- b. *Uses research-based instructional strategies that address the full range of cognitive levels.*
- c. *Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.*
- d. *Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.*
- e. *Connects students' prior knowledge, life experiences, and interests in the instructional process.*
- f. *Uses available resources, including technologies, in the delivery of instruction.*

**83.4(5)** *Uses a variety of methods to monitor student learning. The teacher:*

- a. *Aligns classroom assessment with instruction.*
- b. *Communicates assessment criteria and standards to all students and parents.*
- c. *Understands and uses the results of multiple assessments to guide planning and instruction.*
- d. *Guides students in goal setting and assessing their own learning.*

- e. *Provides substantive, timely, and constructive feedback to students and parents.*
- f. *Works with other staff and building and district leadership in analysis of student progress.*
- 83.4(6) Demonstrates competence in classroom management. The teacher:**
  - a. *Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.*
  - b. *Establishes, communicates, models, and maintains standards of responsible student behavior.*
  - c. *Develops and implements classroom procedures and routines that support high expectations for student learning.*
  - d. *Uses instructional time effectively to maximize student achievement.*
  - e. *Creates a safe and purposeful learning environment.*
- 83.4(7) Engages in professional growth. The teacher:**
  - a. *Demonstrates habits and skills of continuous inquiry and learning.*
  - b. *Works collaboratively to improve professional practice and student learning.*
  - c. *Applies research, knowledge, and skills from professional development opportunities to improve practice.*
  - d. *Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.*
- 83.4(8) Fulfills professional responsibilities established by the school district. The teacher:**
  - a. *Adheres to board policies, district procedures, and contractual obligations.*
  - b. *Demonstrates professional and ethical conduct as defined by state law and district policy.*
  - c. *Contributes to efforts to achieve district and building goals.*
  - d. *Demonstrates an understanding of and respect for all learners and staff.*
  - d. *Collaborates with students, families, colleagues, and communities to enhance student learning.*
  - e. *Creates an environment of mutual respect, rapport, and fairness.*
  - f. *Participates in and contributes to a school culture that focuses on improved student learning.*
  - g. *Communicates with students, families, colleagues, and communities effectively and accurately.* [IAC 281 Chapter 83] (See Appendix E)

These teaching standards and criteria provide the foundation for building the knowledge and instructional skills necessary for successful implementation of programs that lead to increased student achievement.

In the year since adoption of this legislation the Iowa Department of Education established the following components called for in the Student Achievement, Teacher Quality legislation:

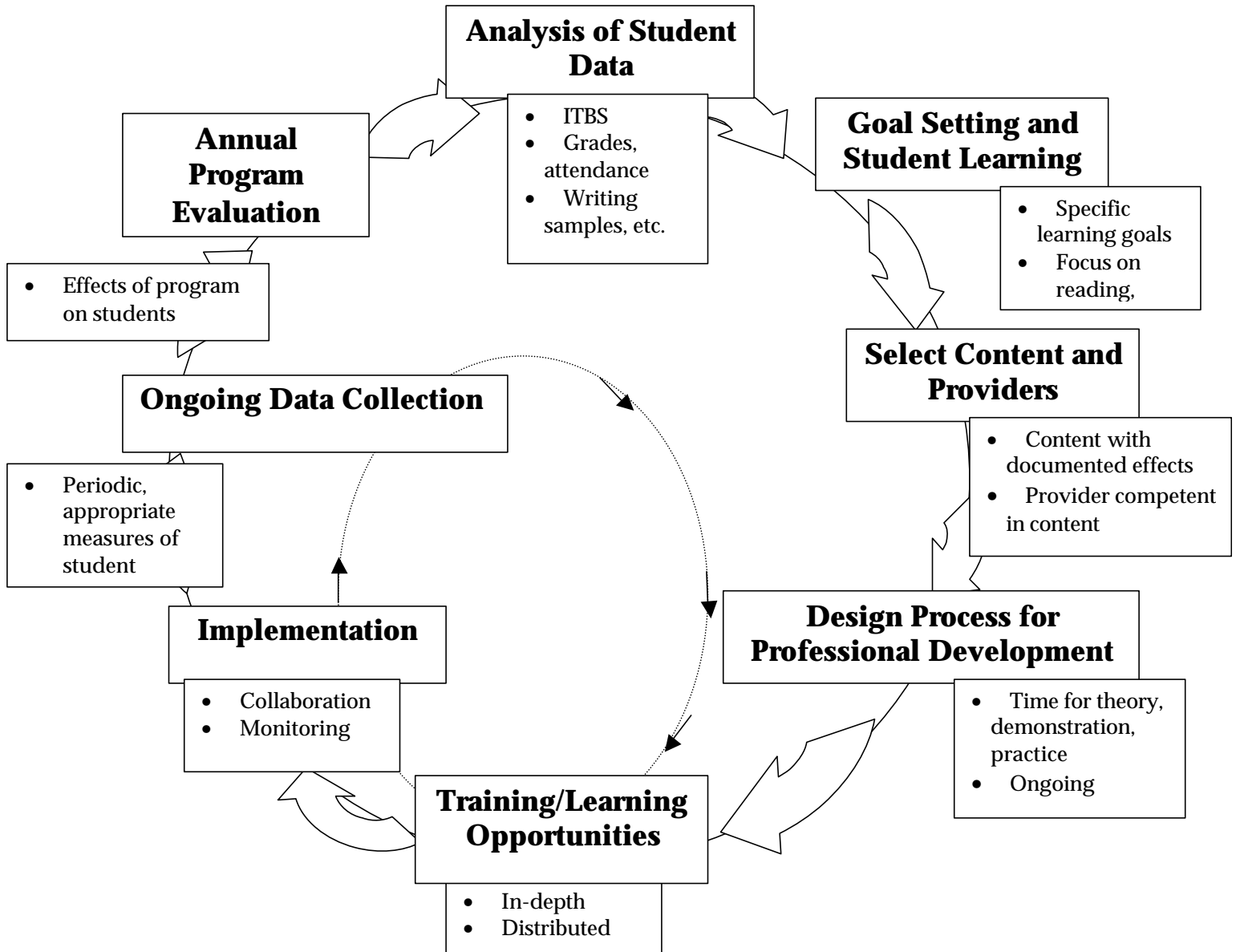
1. Provided funds to local school districts to raise the minimum salary to be received by a teacher new to the profession and a teacher beginning his/her third year.
2. Provided funds for school districts that chose to begin a mentoring program for teachers new to teaching. All but three of Iowa's 371 public school districts chose to participate in this program during the 2001 – 2002 school year.
3. Called for and received proposals for team-based variable pay pilot sites. Seventeen schools in ten school districts were selected to follow a school improvement process of their own choosing to increase student achievement. Successful teams will receive added stipends. The work is being studied to determine the next best steps in moving this concept forward.
4. <sup>IIA-11</sup> Developed descriptors for the Teaching Standards that were adopted as part of the legislation and criteria for the descriptors. The Iowa Teaching Standards form the base for the evaluation of teacher performance in Iowa K – 12 classrooms. To assure appropriate follow through, only professionals trained in proper evaluator practice will be eligible to evaluate Iowa teachers in 2002- 2003. That practice will support implementation of the Iowa Teaching Standards in the dual context of improving student achievement and effective professional development.
5. <sup>3ii</sup> Formed a stakeholder group to formulate the Iowa model professional development system. The group is composed of professionals from local schools, professional organizations and

AEAs. It has been meeting throughout the 2001 – 2002 school year with the guidance and support of Dr. Beverly Showers. There will be two products released after the June 2002 meetings that will culminate the group's work.<sup>3iv</sup> There will be results of a statewide assessment of current professional development practice.<sup>IIA-10</sup> There will also be an Iowa Professional Development model to guide the work of LEAs in improving student achievement, upgrading the condition of teaching, and enhancing the effectiveness of Iowa's educators. The current draft of this model appears on the next page.

# Draft Iowa Professional Development Model

Implementing the Comprehensive School Improvement Plan  
Through Professional Development

- *Focus on Curriculum and Instruction*
- *Democratic Decision Making (School/District)*
- *Simultaneity*



<sup>3iii</sup> Concurrently, there is work being done to improve education leadership in Iowa. The Iowa Leadership Partnership is composed of the Iowa Department of Education, School Administrators of Iowa, Iowa School Board Association and representatives from higher education institutions with programs in Education Administration. The Leadership Partnership was developed by the department as a result of a State Board priority to define and support educational leaders across the state. The partnership has developed the Iowa Leadership standards and is developing recommendations for improved policy and practice in the state. The partnership linked its work with a Wallace Foundation grant. The Wallace Foundation has determined that educational leadership is one of their top priorities for grant opportunities. This opportunity emerged as Iowa is one of 15 states in the nation to receive this grant. The Wallace program is called the State Action for Education Leadership Program (SAELP).

<sup>3iii</sup> An extensive, statewide program for training paraprofessionals has been in place in Iowa as a requirement for local school districts. Three years ago the state also instituted a voluntary certification program for paraprofessionals. In the main, Iowa paraprofessionals are not only high school graduates, but also participants in training geared specifically to the work that instructional paraprofessionals do with pre-K-12 learners. Iowa AEAs and the Community College systems make both the required training and the voluntary certification programs possible.

All the requirements of Title II Teacher Quality enumerated in NCLB are ready to be forged into a coherent, districtwide professional development system that emanates from, and is supported by, a state educational system of professional development aimed at improving student achievement.

The three processes (school accreditation, AEA accreditation and Iowa professional development model) merge to assure that LEAs will identify and implement effective instructional programs and practices based on scientific research that will meet the LEA's performance goals and objectives. The two accreditation processes provide a foundation and means for verifying accountability. The Iowa professional development model provides the reflective practice necessary for the LEA to attain proven instructional results in student achievement terms.

The Title II, Part A dollars available to the state will supplement, not supplant, the endeavors described above.

#### **Title IV A**

Safe and Drug Free schools program monitoring progress of schools and communities toward successful implementation of the Principles of Effectiveness will be conducted through desk audits and on-site visitation. The SEA receives an annual progress report from each LEA that is monitored through desk audits and the SEA carries out annual on-site monitoring visits in 20% of LEAs on a rotating basis. Iowa Department of Public Health (Governor's reserve) annually visits grant recipients to assess and analyze implementation of the sub-grantees' work plans and to assist them to meet their stated performance measures. Quarterly and year-end reports are required by both agencies.

<sup>IVA-9</sup> Analysis of results from annual progress reports and consultation with the Iowa Advisory Council for Safe and Drug-Free Schools and Communities, collaboratively convened by the SEA and Iowa Department of Public Health (Governor's reserve), provide a basis for the delivery of professional development and technical assistance to LEAs and communities. Both agencies work closely with contacts in their respective regional systems (i.e., AEAs and regional prevention specialists) to provide needed support to local education and community agencies and to implement the strategies listed in Part III, section 9. The primary delivery system of professional development

and technical assistance by the SEA for Title IVA is through Success4, a statewide initiative that consolidates a variety of state and federal programs with the common mission of promoting the healthy social, emotional, intellectual, and behavioral development of Iowa's children and youth through the collaboration of schools, families, kids, and communities. Those responsible for the IVA-10 SEA and Governor's Title IVA program also conduct joint training and collaborate with the member agencies of the Iowa Collaboration for Youth Development to provide cross system training and consultation to local schools and communities.

In the 21<sup>st</sup> CCLC program training, professional development and technical assistance are essential for high quality after school programs. The Department intends to work with a variety of local, regional, state, and national organizations to provide training and support for Community Learning Centers. Bidders' conferences for interested 21<sup>st</sup> CCLC applicants will be offered. Successful grantees will be required to participate in at least two comprehensive training sessions each year and set aside specific grant funds designed to meet this purpose. The Department will also use multi delivery systems to provide professional development and technical assistance to award recipients. Some potential providers who can provide statewide technical assistance would naturally include the Iowa Community Education Association, Iowa Collaboration for Youth Development, the Iowa Child and Family Policy Center, the State Public Policy Group, and the National Center for Community Education, an AEA network of 21<sup>st</sup> CCLC school improvement consultants. To cite several exemplary providers in this area, the Success4 network is a statewide initiative that consolidates a variety of state and federal programs with the common mission of promoting social, emotional, intellectual, and behavioral development of Iowa's children and youth. This is accomplished through the collaboration of schools, families, children, and communities. Other organizational and private vendor providers would be sought out who could assist local grantees in meeting their grants needs in areas of evaluation, program implementation, staffing, and sustainability.

## **Part II con't. State Activities**

### **System of Support**

#### **4. <sup>4i</sup>Statewide system of support for student achievement**

Every public school student in Iowa attends a school that has academic standards in reading and mathematics as described in section 1h. Each Iowa student in pre-designated grade levels is assessed to determine his/her proficiency in terms of those academic standards as described in section 1c. The results of these assessments are also analyzed in terms of groups disaggregated by gender, race, socioeconomic status and special education eligibility.

Currently, Iowa school principals and superintendents are afforded the opportunity to participate in a statewide training entitled Data Driven Leadership (DDL). This training is provided statewide by individuals trained in the model. Data, from the local school level, is used in the practicum experiences expected of all participants. The training allows participants to not only use their own assessment data, but also provides a strong basis for determining the student learning needs – thus, the staff development needs for district personnel and the continual improvement of professional development strategies incorporated into the CSIP.

<sup>4ii</sup>Iowa's Reading Excellence Program, along with Every Child Reads, has provided the opportunity to build the state's capacity to support local LEAs and their communities to deliver high quality comprehensive programs and services to increase reading achievement of their children. This is accomplished by enabling the Department to expand professional development and technical assistance services to a degree that will make it possible for eligible LEAs and schools to build

“learning communities” that are data-based and that use a proven methodology of inquiry-based action research as the context for achieving continuous and comprehensive improvement; to improve its current professional development services for reading achievement through the addition of the national expertise in scientifically based reading research and effective practices; and in building the capacity of the state’s educational community through the development of the Statewide Reading Team (SWRT).

The SWRT includes educational consultants from Iowa’s AEAs and instructional leadership personnel from LEAs participating in the state’s reading initiative which includes personnel from each of the LEAs funded through the state’s Reading Excellence Program. The team has received specific training in reading strategies and school improvement processes for accelerating student achievement. The team includes at least one consultant from each of the state’s AEAs who are in their second year of continuing professional development. Team members are currently supporting the LEAs participating in the state’s reading initiative, including the LEAs funded through Iowa’s Reading Excellence Program. The team is a cooperative effort of the Department, AEAs, high implementing LEAs, and the LEAs participating in Iowa’s Reading Excellence Program. Its purpose is to increase student achievement in reading by collaboratively developing the capacity of AEAs and LEAs to deliver and support researched-based practices in (1) classroom reading instruction and intervention, (2) professional development, and (3) data-based continuous improvement.

The Leadership Symposium, offered through Every Child Reads, supports the central office administrators responsible for curriculum and instruction, and the principals of the LEAs and schools participating in the Department’s reading initiative, including the coordinators and principals of the LEAs and schools supported through Iowa’s Reading Excellence program. Over the past three years, the effort has reached over 75 school administrators and principals. The focus of the Leadership Symposium is instructional leadership – the “how to’s” of supporting school improvement that is specifically focused on accelerating student achievement. The Symposium provides the central office personnel and school administrators with structured opportunities to study and apply continuous assessment of student performance and implementation, data-based decision-making, collection and analysis of student achievement data and implementation data, research-based continuous professional development, cross-role learning and sustained effort, management and allocation of time, and scientifically based research on instruction. The Symposium is coordinated with the Department’s initiative on Educational Leadership.

<sup>4ii</sup>Similar efforts are underway in mathematics. Every Student Counts has focused on the improvement of middle school mathematics instruction. Teacher and administrator representatives from 13 Iowa school districts are redesigning the instructional delivery for mathematics based upon study of student achievement data and current research findings that have identified effective strategies, resources and structures.

<sup>4ii</sup>Other examples of statewide systems of support include the professional development networks and the AEAs as referenced above.

Title I schools that have been identified as schools in need of improvement have the opportunity to participate in one of the following two options focused on implementing researched based strategies to improve achievement sponsored by the Iowa Department of Education:

1. Every Child Reads – This initiative is designed to help schools make decisions about effective practices in the development of literacy rather than prescribing or promoting a specific literacy program or model. It uses an ongoing process for gathering and analyzing feedback on the various

actions and structures of the initiative that will provide the information necessary to make data-based decisions about the effectiveness of the initiative and whether adjustments in the initiative's actions and structures need to be made.

2. Data Driven Leadership Training with Title I component – This initiative provides the opportunity for Iowa administrative leaders to use specific skills to make data-driven decisions. The goals of Data Driven Leadership are to equip administrators with:
  - enhanced knowledge and skills for leading district/buildings in making data-driven decisions
  - specific tools and templates that are adaptable for individual contexts to lead efforts within the district/buildings
  - experience and practice needed to mentor and teach others to make data-based decisions

Additionally, Title I Schools in Need of Improvement will receive on-site technical assistance from a team of experts in using building level data and effective researched instructional practices.

## **Part II con't. State Activities**

### **Schoolwide**

#### **5a. Title I Schoolwide**

<sup>5i</sup>Annually, the Iowa Department of Education conducts Title I workshops at each of the AEAs across the state for local school districts. One of the areas of focus is on effective schoolwide planning and programming. The IDE will conduct schoolwide workshops and individual technical assistance for newly eligible schoolwide buildings. Local schools implementing Title I schoolwide programming are encouraged to consolidate their share of federal, state, and local funds to maximize the academic achievement of all students.

The Iowa Department of Education's web site has legislative language and specific guidance related to the planning and implementation of a Title I schoolwide program. Annually, the Department conducts Title I workshops at each of the AEAs across the state for local districts. One of the areas of focus is on effective schoolwide planning, programming, and evaluation. Because of the minimal numbers of schools that meet the schoolwide poverty requirements, technical assistance is provided for individual schoolwide programs as needed.

<sup>5iii</sup>An Iowa Department of Education School Improvement Team (SIT) monitors all school districts in Iowa on a regular cycle. State Title I staff participate on the SIT on-site reviews and are responsible for examining district and building Title I programs. During the on-site visits, Title I staff monitor the implementation of the schoolwide program and provide technical support to schoolwide schools. Additionally, Title I schoolwide schools, like all accredited schools, must have in place content standards in reading and mathematics as described in 1h and report achievement data annually to the IDE as described in 1c. Title I schoolwide buildings which not meeting Annual Yearly Progress (AYP) are identified as schools in need of improvement (SINOI) and are required to work with the IDE to develop a corrective plan of action. <sup>5iiir</sup>Title I schools in need of improvement for two consecutive years have been required by the IDE to participate in intense staff development related to scientifically researched-based reading and mathematics training.

<sup>5v</sup>Local schools implementing Title I schoolwide programming are encouraged to consolidate their share of federal, state, and local funds to maximize the academic achievement of all students. In

addition, local district budget and accounting issues are addressed in the Iowa Title I Reference Manual. Local schoolwide buildings are required to provide information to the IDE on consolidation of their financial resources. Iowa Code does not contain any barriers that would prohibit the schoolwide consolidation of local, state, and federal funds.

## **5b. Highly Qualified Teachers**

<sup>5bi</sup>Activities the State will conduct to ensure that all teachers are highly qualified include continued monitoring of school district compliance with Iowa requirements that only certified teachers provide instruction in public school classrooms. The Iowa Administrative Code's explicit requirement reads as follows:

**12.4(8) Teacher.** *A teacher shall be defined as a member of the instructional professional staff who holds a license/certificate endorsed for the type of position in which employed. A teacher diagnoses, prescribes, evaluates, and directs student learnings in terms of the school's objectives, either singly or in concert with other professional staff members; shares responsibility with the total professional staff for developing educational procedures and student activities to be used in achieving the school's objectives; supervises educational aides who assist in serving students for whom the teacher is responsible; and evaluates or assesses student progress during and following instruction in terms of the objectives sought, and uses this information to develop further educational procedures.*

**12.4(10) Record of license/certificate or statement of professional recognition.** *The board shall require each administrator, teacher, support service staff member, and noninstructional professional staff member on its staff to supply evidence that each holds a license/certificate or statement of professional recognition which is in force and valid for the type of position in which employed.*

**12.4(11) Record required regarding teacher and administrative assignments.** *The board shall require its superintendent or other designated administrator to maintain a file for all regularly employed members of the instructional professional staff, including substitute teachers. The file shall consist of complete official transcripts of the preparation of these staff members and their legal licenses/certificates or copies thereof showing that they are eligible for the position in which employed. The official shall also maintain on file a legal license/certificate or statement of professional recognition as defined in subrule 12.4(2) for each member of the noninstructional professional staff. These records shall be on file at the beginning of and throughout each school year and shall be updated annually to reflect all professional growth.*

*On December 1 of each year, the official shall verify to the department of education the licensure/certification and endorsement status of each member of the instructional and administrative staff. This report shall be on forms provided by the department of education and shall identify all persons holding conditional authorizations and their specific assignment(s) with the conditional authorization(s).*

Each school district annually reports to the Department of Education the names and licensure information for teachers through the Basic Education Data Survey (BEDS). This information is monitored through a desk audit on a yearly basis. Currently, no teacher can teach in Iowa without being licensed. <sup>5bii</sup>At the same time, Iowa believes that it is important to continually improve the quality of classroom teachers. The IDE will provide assistance to school districts in developing quality professional development strategies incorporated into their CSIPs. The AEAs will continue to incorporate quality professional development strategies into the assistance to schools. They will also continue to provide direct assistance to the designated schools in need of improvement. This direct assistance is coordinated with the IDE and focuses on the development of scientifically research based instructional strategies for classroom teachers.

The state will also continue to implement Iowa Teacher Quality legislation and will work with school districts to use the funds appropriated under Title II to improve the professional development of teachers, specifically in the areas of reading, mathematics, and science. These areas are selected because of the focus of NCLB and the state requirements to establish continuous progress in these content areas. <sup>5biii</sup>Title II funds, along with Teacher Quality dollars, can also be used to recruit and

retain highly qualified teachers. Teacher Quality legislation specifically addresses the recruitment and retention issue for Iowa. Iowa has committed \$31.2 million to improve salaries for all Iowa teachers. In addition, Iowa has committed \$30 million for class size reduction. Twenty million dollars is allocated based on public school enrollments for grades K-3 as reported on the 2001-2002 BEDS report. Ten million dollars is allocated based on the number of students eligible for free or reduced price meals as reported on the 2001-2002 BEDS report. Districts may also choose to use Title II funds to provide financial incentives for recruitment and reimbursement for coursework and/or professional development to improve the instructional skills of their teachers.

The Iowa Board of Educational Examiners has recently passed alternative licensing rules to provide for alternative licensing of secondary teachers. These rules are included in Appendix G. The State Board of Education has also adopted alternative program approval rules to implement the teacher intern licensing requirement.

## **5c. Paraprofessionals**

<sup>5ci</sup>Currently, 100% of paraprofessionals employed with Title I funds in schoolwide programs have earned at least a high school diploma. Iowa Administrative Code requires the following:

**12.4(9)** *Educational assistant. An educational assistant shall be defined as an employee who, in the presence or absence of an instructional professional staff member but under the direction, supervision, and control of the instructional professional staff, supervises students or assists in providing instructional and other direct educational services to students and their families. An educational assistant shall not substitute for or replace the functions and duties of a teacher as established in subrule 12.4(8).*

*During the initial year of employment, an educational assistant shall complete staff development approved by the board as provided in subrule 12.7(1).*

**12.4(8).** *During the initial year of employment, an educational assistant shall complete staff development approved by the board as provided in subrule 12.7(1).*

**12.4(10)** *Record of license/certificate or statement of professional recognition. The board shall require each administrator, teacher, support service staff member, and noninstructional professional staff member on its staff to supply evidence that each holds a license/certificate or statement of professional recognition which is in force and valid for the type of position in which employed.*

**12.4(11)** *Record required regarding teacher and administrative assignments. The board shall require its superintendent or other designated administrator to maintain a file for all regularly employed members of the instructional professional staff, including substitute teachers. The file shall consist of complete official transcripts of the preparation of these staff members and their legal licenses/certificates or copies thereof showing that they are eligible for the position in which employed. The official shall also maintain on file a legal license/certificate or statement of professional recognition as defined in subrule 12.4(2) for each member of the noninstructional professional staff. These records shall be on file at the beginning of and throughout each school year and shall be updated annually to reflect all professional growth.*

Title I state staff has conducted inservices across the state to inform Title I coordinators of the new requirements in NCLB. In addition, all district superintendents have been informed of the new requirements via Iowa Department of Education correspondence. The department will also provide technical assistance to school districts on local assessments needed for reading, writing, and mathematics.

<sup>5cii</sup>Information concerning paraprofessional qualifications will be collected from schools through the Department's BEDS on an annual report. This information will provide the baseline by which the

state can establish the goals needed to meet the requirement of all paraprofessional qualified within four years.

<sup>5ciii</sup> Additionally, paraprofessionals in Iowa have the opportunity to obtain a paraeducator generalist or area of concentration certificate by meeting specific competencies specified by the Iowa Board of Educational Examiners. (See Appendix G.) If school districts employ paraprofessionals that have a generalist or area of concentration certificate, a school district will not have to administer the local assessment for reading, writing, and mathematics. The requirements of the certification requirement are considered to be a much higher bar than the local assessment requirement under NCLB.

#### **5d. Partnerships for Improvement in Technology Use**

The Iowa implementation of Title II Part D will support LEAs with a high need for technology, high percentages of children in poverty, and low performing schools to form partnerships with other agencies. The goals of the Iowa Title II Part D program are as follows:

- 1) Establish an environment that promotes the appropriate and effective use of educational technology
- 2) Support and strengthen the school improvement process by facilitating effective integration of technology in Iowa schools to improve teaching and learning.
- 3) Improve support systems for the school improvement process through appropriate and effective technology integration and use in Iowa schools.

A complete description of the Title II Part D proposed program can be found in Part III of this application.

#### **5e. Parental and Community Involvement**

<sup>5ei</sup> School Improvement Advisory Committees are already required at the local level as part of Iowa Code [280.12] (Appendix A) and Iowa Administrative Code [CHAPTER 12] (Appendix B). This committee must include parents as part of its membership. The school improvement advisory committee must participate in the planning and review of the local district Comprehensive School Improvement Plan (CSIP) that is submitted to the SEA. <sup>5eiii</sup> Each local school board is required under Iowa law to submit a school district report card that includes school level data (APR) to its local community and to the state department of education. <sup>5eii 5eiv</sup> In addition, Title I requires each local district to adopt parental involvement policies, have each Title I building have on file parent compact forms, and provide school choice and supplemental services for each school building designated as a school in need of improvement.

The IDE is in the process of establishing access for LEAs to provide documents and communication for parents whose first language is not English in a meaningful way.

#### **5f. Baseline and Follow-up Data**

Currently, the Iowa Department of Education is working with Iowa Testing Programs to secure the baseline and follow-up data required in the ESEA accountability system for the AYP additional academic measures. The department is also working to provide the definitions and reporting mechanisms for the performance requirements under the rules promulgated by the USDE. The timelines for meeting these requirements are outlined in a letter to districts distributed by the department. (See Appendix H.)

## **Part II con't. State Activities**

### **Coordination**

#### **6a. Governor's Office**

<sup>6a</sup> <sup>6e</sup>The collaborative working relationship between Iowa's Governor, the Honorable Tom Vilsack, and his appointed Director of Education, Ted Stilwell, actively extends to the Governor's staff and all divisions of the Iowa Department of Education. The compatibility and frequent contact among staff members has included the development of this consolidated application for No Child Left Behind. The parts of the State plan that address Safe and Drug-Free Schools and Communities (Title IVA, Part 1) were developed collaboratively by the IDE and the Iowa Department of Public Health (IDPH) [Governor Thomas Vilsack's designated agency for disbursement of the funds reserved by the Governor]. In addition, priorities established by the Iowa Drug Policy Advisory Council, created in statute and convened by the Governor's Office of Drug Control Policy, helped form the basis for the strategies incorporated in the plan.

#### **6b. Coordination and ESEA-funded Programs**

<sup>6b</sup>Beyond coordination is the collaboration that occurs within the IDE to support young people and community learning. The Department is an agency within the Executive Branch, under the auspices of the State Board of Education. <sup>IC-1</sup> <sup>IC-2</sup>All ESEA funded programs are housed in the Division of Early Childhood, Elementary and Secondary Education. There are four bureaus in this division. Most of the ESEA funded programs are housed in the Bureau of Instructional Services. The Bureau of Administration and School Improvement Services shares ESEA responsibility for compliance functions, and the Bureau of Children, Family and Community Services shares responsibility through the administration of Title IV and overlapping concern for children and classrooms where both ESEA programs and the Individuals with Disabilities Education Act (IDEA) programs function. The entire division meets four times each year to ascertain and coordinate the division's contribution to the Department of Education strategic plan which includes the performance indicators designated by the Iowa State Board of Education and which will include the performance indicators designated by the USDE for NCLB. The bureau chiefs and division administrator meet weekly to verify the coordination of activities. More significantly, six cross bureau teams, whose members are purposely drawn from each of the bureaus, meet continuously to assure collaboration in achieving the goals identified in the State Board of Education strategic plan which also support the goals of NCLB. Current cross bureau teams are Assessment, Focus on High Schools, Reducing the Achievement Gap, Success4, LEA-School Improvement, and Early Childhood. The programs and activities funded by ESEA are not separate entities apart from the Department's support of LEAs but, more preferably, they are a part of the support available to Iowa's learners.

#### **6C. & 6D. Coordination Activities**

Coordination among state of Iowa agencies that receive federal support for educational endeavors is purposeful and effective. As indicated in part (b), above, the Division of Early Childhood, Elementary and Secondary Education (ECESE) carries responsibility for ESEA and IDEA programs. The division is also responsible for implementing the Head Start Act, the Adult Education and Family Literacy Act and the McKinney-Vento Homeless Assistance Act. While the Division of Community Colleges facilitates the Perkins Vocational and Technical Education Act, the ECESE facilitates the oversight and compliance through school improvement visits to LEAs.

IVA-13 <sup>6c</sup>The programs and services to address Goal 4 of the State plan (chiefly Safe and Drug-Free Schools and Communities, Title IV, Part A) are coordinated with the programs and services of other state agencies, local organizations, and non-profit agencies through the following channels: the Iowa Collaboration for Youth Development (a collaboration of all youth serving state agencies and over 30 state and local youth development agencies and organizations); the Iowa Tobacco Commission; the Iowa Drug Policy Advisory Council; and the Iowa Department of Education's Success4 initiative that links the resources of IDEA Part B, At Risk Programs, Service Learning, Community Education and Character Education. The Department of Education, along with other state agencies, collaborates with the IDPH on implementation of the State Incentive Grant from the Center for Substance Abuse Prevention in order to build Iowa's capacity for substance abuse prevention in the areas of alcohol, tobacco, and marijuana. <sup>IVB-8</sup>The 21<sup>st</sup> Century Community Learning Centers (CCLC) grant program (Title IV, Part B) is administered in collaboration with the Iowa Collaboration for Youth Development. The State Public Policy Group and current recipients of the national 21<sup>st</sup> Century CCLC grants provide input on the development and implementation of the state administered program.

<sup>6d</sup>Iowa's State Improvement Grant (SIG), funded through the Individuals with Disabilities Education Act (IDEA), has become the avenue for IDE collaborative work with the Department of Economic Development, four-year higher education institutions, community colleges, preschools, AEAs, LEAs, disability organizations, and the Board of Educational Examiners. As a result of these partnerships, Iowa has launched several recruitment projects for teacher shortage areas, a major literacy initiative, and a variety of programs to increase the skills of educators who work with children with special needs.

The Iowa Department of Education has been a key player in two collaborative endeavors with the primary professional associations in the state. The associations are Iowa Association of School Boards, School Administrators of Iowa, Iowa State Education Association and Iowa Association of Supervision and Curriculum Development. The first endeavor, a desire to put student achievement at the forefront of Iowa policy development, has lead to affiliation with the Learning First Alliance, which is itself, a collaborative effort by professional organizations at the national level. The second endeavor began as the Iowa Leadership Partnership and now is part of the "State Action for Educational Leadership Project" (SAELP) funded by the Wallace Foundation. The professional organizations are combining forces to set the pace for enhancing the policy and practice of educational leadership.

<sup>6e</sup>As a federally required method of ensuring services through IDEA, Part B, the IDE has an interagency agreement in place with the Iowa Department of Human Services (DHS). This agreement defines the financial responsibility of DHS as the state Medicaid provider, preceding the financial obligations of local schools for the provision of services to students with disabilities. Membership on the state special education advisory panel includes parents of students with disabilities, individuals with disabilities, teachers, teacher preparation institutions, representatives of other state agencies such as the Department of Public Health, Department of Corrections, Department of Human Services, and the Board of Regents. The advisory panel has responsibility for providing advice regarding a broad range of issues pertaining to special education.

The Iowa Council for Early ACCESS serves as Iowa's federally required interagency coordinating council for IDEA, Part C. The Council has the responsibility to advise and assist the Department of Education as the lead agency in a variety of implementation issues for serving infants and toddlers with disabilities, and their families. Membership on this council includes parents, public and private providers of early intervention services, Head Start, and child care providers. The IDE is in the process of finalizing an interagency agreement with the IDPH, the DHS, and University of Iowa

Child Health Specialty Clinics. The purpose of this collaboration is to define the fiscal and service commitments of these signatory agencies in the comprehensive statewide interagency system that serves infants and toddlers with disabilities, and their families.

The Office on Homelessness within the Department coordinates with multiple agencies through the interagency taskforce on homelessness. The taskforce is made up of all agencies and county governments addressing the issue of homelessness. A complete list of the task force is identified in the separate state plan for the education of homeless children and youth. The department also coordinates with the Iowa Coalition for Housing and the Homeless and maintains a statewide committee for the education of homeless children and youth which is made up of 13 members from different organizations and agencies serving homeless children and youth their families. The committee is fully identified in the separate state plan for the education of homeless children and youth.

(IV A) As part of its strategy to develop demonstration sites for the research-based program of Positive Behavior Supports, Safe and Drug-Free Schools efforts will be coordinated through Success4 to collaborate with a national network of IHEs (University of Oregon, University of Kansas, University of South Florida, State University of New York, University of California, and State University of California). In addition, a collaborative effort is being carried out with Iowa State University Extension in their PROSPER project, a controlled study of the delivery system of research to practice for science-based substance abuse and violence prevention programs.

<sup>6a</sup>The state of Iowa has developed the Iowa Collaboration for Youth Development (<http://www.icyd.org/>), to assist the Governor's Office and state departments in building stronger linkages between programs (public, private and non-profit) focusing on youth development and including education and workforce preparation. As can be noted from the web site, many organizations invest time and resources to support the goal of continually improving Iowa's youth and future, including Iowa business and industry. The Administrative Team is part of the core of the Iowa Collaboration for Youth Development.

In 1995, the Departments of Economic Development, Education, Workforce Development and the Association of Business and Industry (ABI) formed an Administrative Team to build coordination and/or alignment in policy, practice and developing strategies for jointly continually improving Iowa's Workforce Preparation efforts. The community colleges are represented on this team and the Regent institutions are being added to the membership.

## **Part II con't. State Activities**

### **Monitoring**

#### **7. Data Utilization to Determine Progress**

Previously in this application, the Iowa system of education has been described. In Iowa, each local district develops content standards from national standards and other sources that best correspond to local needs and expectations. The local school board adopts the locally developed standards. The local community elects each local school board. Under Chapter 12 of the Iowa Administrative Code, each school district prepares a Comprehensive School Improvement Plan (CSIP) and submits the long range (five years) planning document to the Iowa Department of Education. Accreditation is dependent upon submission of the CSIP, submission of an Annual Progress Report (APR) and successful demonstration of compliance during regular site visits are conducted by IDE staff members. See Appendix B for documentation of the Iowa rules that outline this process. The CSIP

incorporates the NCLB program goals while the APR includes the reporting data for the performance measures established by the state and the local board. Each CSIP is read by a review panel that has been trained to determine if state and federal requirements are met for the specific programs incorporated into the plan. If the CSIP does not contain the required elements the program consultant is required to follow-up with the district and obtain the documentation required to meet the program requirements. <sup>7i</sup>Funds for each of the programs are not released to the district until it is determined that all program requirements are met. A review team trained to determine if the progress needed to meet the goals has been obtained also examines results of the APR (school report card). Currently, when a district does not meet the goals for two consecutive years, the district is notified of the need to file corrective actions with the department. As the state implements AYP for both school buildings and districts the same review process will occur. <sup>7ii</sup>Each school and district will be notified of the expected gains according to the final guidance on AYP and review of their local achievement data will occur on an annual basis by the department. In other parts of this plan the department has indicated the technical support that is available through the department and the AEA system for schools in need of improvement. It is expected that this same format for technical support will continue through the implementation of the AYP process.

The IDE also reviews the state data that is published in the state's annual *Condition of Education Report*. This report contains the data currently required by the '94 ESEA. The IDE will include in future *Condition of Education* reports all performance indicators that are required by the USDE for the state's report card. Although the department has not determined if all performance indicators required by USDE rules will be included in our own *Condition of Education Report*, the department will review the data on an annual basis on all performance indicators reported to the USDE to determine if satisfactory progress is being made by the state. For those areas in which there are significant needs, as is currently the practice, the department will provide technical assistance through the AEAs to the LEAs. A summary of the current technical assistance activities is included in section 1c.

<sup>7iii</sup>The department, in cooperation with school districts, will identify the schools in need of improvement, corrective action, and restructuring according to the rules and regulations promulgated by the USDE regarding AYP. At the present time the state works with school districts to determine which schools are the most significant in need of improvement through the analysis of their student achievement data. This analysis includes a comparison to state achievement data, trend data for improvement, and cohort data. It is necessary for the state to allow each school district to analyze their data through different processes since the numbers of students are significantly different across districts. Data on student achievement are also included in the awarding of competitive subgrants (please see the competitive grant subsection for this information) along with high need such as percent of ELL students and poverty factors. This current year designated schools in need of improvement are afforded two avenues for technical assistance. One avenue is participation in the statewide Every Child Reads project. The other is participation in Data Driven Leadership with a follow up by a technical assistance team to assist in determining specific professional development needs based on the analysis of student achievement data. These efforts are described elsewhere in this application. This technical assistance team will contain at least one outside expert in reading and/or mathematics along with department members. The department will analyze the results of these types of technical assistance models to determine future technical assistance efforts by the department as allowed by NCLB.

The state technical assistance for data collection reporting and monitoring, in addition to that described elsewhere in this application, will consist of the following processes:

- a. Consistent procedures and definitions will be developed by the state for additional data points required by NCLB.

- b. Technical assistance workshops by the state for the AEAs and LEAs on data collection and analysis.
- c. Establishment by the state of a student management system to ensure the consistent reporting of new performance indicator data. Additional information on this process can be found in Part III, Section 10, pages XX-XX.

The No Child Left Behind legislation will require additional data points (graduation rate, for example) and compliance factors (such as data reporting that is uniform with other states) but it does not require a different system from the system of Iowa education now in place. The focus remains student achievement. The means continues to be continuous improvement and increasing teacher quality. No Child Left Behind augments the Iowa education system to increase the likelihood that all Iowa children will learn more, learn faster and, as young adults, earn places as citizens, wage earners, and family members contributing to the nation's prosperity.

## **NOTE**

### **The following text is a October 2008 revision of the Part III – Key Programmatic & Fiscal Information**

**1. Title I, Part –A – Improving Basic Programs Operated By LEAs [Goals 1,2,3,5]  
section b only.**

- b.** Annually upon completion of the AYP calculations, the IDE will allocate 95% of the section 1003 (g) and 1003(a) funds separately to eligible LEAs based on achievement information generated by the growth model in the Iowa accountability workbook. By looking at the achievement of individual students in each identified building, the SEA can determine the buildings that are in greatest need of additional assistance.

Section 1003(a) and section 1003 (g) funds will be allocated separately to LEAs even though the purposes of both will be similar. This will allow the IDE flexibility to reallocate section 1003(a) funds if necessary, for the 2007-2008 school year there are only twelve Title 1 LEAs identified as in need. In addition, eligible LEAs will be allowed to use section 1003(g) funds to provide required Supplemental Education Services (SES). Limited funds from section 1003(g) may be used for local administrative costs associated with school improvement activities.

The criteria for determining if the projected allocation will be sufficient to support activities include: an in-depth review of the action plan steps and a correlation with the certified budget provided by the building.

Currently, technical assistance efforts provided by the members of the state support team are heavily focused on professional development. While high-quality professional development is delivered both by state support team members and other AEA staff, additional professional development opportunities that relate to the action plan are part of each identified LEAs action plan budget using school improvement funds.

Because the Title I LEA action plans and School Improvement fund budgets are so closely connected, allocations are made to buildings prior to the development of the action plans. Many of the steps in the action plans can only be accomplished with the accompanying School Improvement fund budgets. However, each building is directed to focus on sustainability of efforts. Therefore the allocation of funds takes place before the action plans are developed. The review process for evaluating each building's action plan will take place after the allocation process so that the review of the action plan and budget can be correlated.

The sequence used in the Title I school improvement process is as follows:

1. Buildings receive an allocation amount following notification as a School in Need.
2. Buildings develop action plans based on research relative to perceived needs of the building to increase student achievement.
3. Buildings develop School Improvement budgets that support the action plan steps.

4. State support team facilitators evaluate plans for content, quality, research base and compliance with federal guidance.
5. State support facilitators and state Title I director approve budgets based on their correlation with the action plan
6. Buildings implement the plan, expend funds, receive additional technical assistance from the state support team and ideally improve student achievement.

The Iowa Department of Education will allocate a minimum of \$50,000 from section 1003(a) for each participating Title I school identified as in need under NCLB. Eligible Title I schools will then be sorted according to student population and funds will be allocated by a formula calculated annually based on those student numbers. In the event that an LEA has a school that is identified for both reading and mathematics, it will receive an additional stipend that varies according to the number of set-aside dollars and the number of students in identified schools. No LEA will receive more than \$500,000 for each participating Title I school.

As part of the allocation process for section 1003(g) funds, the IDE will require all LEAs to meet the "greatest commitment" assurance by agreeing up front to use data to guide decisions regarding the implementation of school improvement strategies and monitoring that use through the school support team providing assistance. The IDE through the state school support team will utilize the "audit" phase of the school improvement process to focus on system issue such as willingness of building and LEA to make system changes and modifying teacher assignment to help determine the LEA level of commitment.

The IDE will use the level of identification of identified buildings (i.e. choice, SES, corrective action, and restructuring) as the first step in the allocation of section 1003(g) fund. Step two in the allocation process will utilize overall student proficiency, individual student proficiency, and greatest need to determine allocation levels.

State Support Team members remain in contact with identified schools throughout the school year to assure the action plan is implemented as designed or revised as needed. The support team facilitators visit each identified building each year to monitor implementation and develop a "lessons learned" document to share with the Iowa Title I Director, the Iowa Director of Education and the State Support Team in their on-going professional development.

The SEA will renew LEA's School Improvement grant for up to two additional one year periods if adequate funds are available and if the building shows evidence of thorough implementation of the action plan, and student achievement growth.

Currently, funding levels make a competitive grant process for eligible LEAs unnecessary. However in the event that a greater number of schools identified as SINA results in a greater need for funds, a competitive grant application will be designed by the IDE. No building will be eligible to receive an allocation of more than \$500,000 from section 1003(a) or section (g) funding.

Section 1003 (g) funds may be integrated with other Title I funds received by the eligible LEA to extend professional development activities intended to improve student achievement and meet state AYP targets. LEAs will be allowed to carryover unused funds from the prior fiscal year as allowed in the legislation.

Each Title I Identified school develops a School Improvement Action Plan using a required School Action Plan Template designed and provided by the State Support Team. Schools MUST utilize outside technical assistance to complete the audit, diagnosis, and design (action planning) phases of the school improvement process. The identified Title I school then participates in a peer review process and submit their School Improvement Action Plans and budgets (part of the electronic Title I application) to the State Title I office. State support team facilitators review the plans and budgets to assure expenditures match the detailed action steps.

## **Part III – Key Programmatic & Fiscal Information**

### **1. Title I, Part –A – Improving Basic Programs Operated By LEAs [Goals 1,2,3,5]**

- a. <sup>3-1a</sup>The Iowa Department of Education will reserve two (2) percent of the amount received under subpart 2 of Title I, Part A for fiscal years 2002 and 2003. For fiscal year 2002 that amount would total approximately \$1,234,649.  
The Iowa Department of Education may, with the approval of local educational agencies from which there are schools in need of improvement, reserve a portion of the school improvement funds to provide services or activities.
- b. <sup>3-1b</sup>School improvement funds may also be allocated to local educational agencies. When allocating school improvement funds to schools in need of improvement priority will be given to the
- lowest achieving schools;
  - schools that demonstrate the greatest need for such funds; and,
  - schools that demonstrate the strongest commitment to ensuring funds are used to enable the lowest achieving schools to meet the goals in school improvement plans.
- Any excess school improvement funds will be allocated to local educational agencies under section 1126(c).  
The Iowa Department of Education will reserve one (1) percent of the amount received under Title I parts A and C to carryout administrative duties under those parts plus Title I part D.
- c. <sup>3-1c</sup>No funds will be reserved under section 1004, State administrative funds for assessment development.
- d. <sup>3-1d</sup>The Iowa Department of Education will notify by formal letter for three consecutive years all schools identified as schools in need of assistance of the eligible supplemental service providers available and the procedure to be used to determine the amount of funding under citation 1116(e)(6) and (7).

The Iowa Department of Education using the criteria established in the NCLB Act will approve eligible supplemental service providers.

The Iowa Department of Education will allocate at least 95 percent of the grant received for supplemental services under section 6113(B)(1) to local educational agencies with the lowest achieving schools that demonstrate:

- the greatest need for such funds; and,
- are able to demonstrate a strong commitment to ensuring that such funds are used to provide adequate resources to meet their school improvement goals.

Grants will be of sufficient size and scope to support activities under sections 1116 and 1117.

Grants will not be less than \$50,000 and no more than \$500,000 for each participating school.

The Iowa Department of Education will reserve not more than five (5) percent of the grant for administration, evaluation, and technical assistance expenses.

- e. <sup>3-1e</sup>Formula funds awarded to Iowa under section 6113(b)(1) for the development and implementation of assessments in accordance with section 6111(1) and (2) will be used in the following ways:
- Iowa will expand and improve the current Iowa Collaborative Assessment Modules (ICAM) used by local districts to measure student achievement on meeting reading and mathematics standards.
  - The Iowa Department of Education will develop technical assistance for area education agencies and local school districts to develop training documents, organize training, and

implement regional training to document the technical adequacy of districtwide assessments with local standards and benchmarks.

- The Iowa Department of Education will use funds for the augmentation of norm referenced assessment in the area of science.
- The Iowa Department of Education will use funds to support personnel in the department to implement a student information system to provide the data required under NCLB.

## **2. Title I, Part B, Subpart 3 – Even Start Family Literacy [Goals 1,2,5]**

### Even Start: Performance Indicators by Program

<sup>71 3-2a</sup> Performance Criteria: Local programs will meet the state indicators of quality in four program areas. A complete copy of the goals, indicators, criteria and data requirements specifies the requirements for subgrantees for the integrated family literacy services. (<sup>3-2aii</sup>See Appendix D.)

- a. <sup>2-1aiii</sup> All programs must document progress in program goal areas including criteria for staff qualifications, high quality site environment, finance and data systems, and intensity of services, enrollment, partnerships and participant achievement of outcomes. The State may <sup>2-1aii</sup>refuse to award funds to a program if the program has not met the performance indicators (developed under section 1240 of Title 1, Part B, and Sub-part 3 of the No Child Left Behind Act) and when, after technical assistance, improved program quality is not demonstrated. <sup>3-2aiii 2-1av</sup> A startup period of 3-6 months is allowable during the first year of a 4-year grant period to secure competent staff. Currently funded projects are eligible to apply for additional four-year funding periods in competition with new applicants. <sup>3-2bi</sup> Existing projects will be reviewed for continuation grants based upon demonstrated success on the indicators of quality. The projects that meet 50% - 74% of the indicators are given continuation awards with the expectation that they will have a plan for improvement using the most recent data from their program. The goals and objectives follow:

#### **GOAL:**

Iowa Even Start programs will work to assist participants in improving their lives by offering educational opportunities for low-income families through a unified family literacy program that integrates early childhood, adult, and parenting education.

- Objective I. Even Start Programs will integrate adult, child, and family components to provide high quality family literacy programs.
- Objective II: Even Start programs in the state of Iowa will create school, family, community, and educational partnerships.
- Objective III. Even Start Programs in the State of Iowa will address the needs of diverse populations.
- Objective IV: Operate a high quality center-based program (where applicable)

#### **GOAL:**

Children will develop social, emotional, aesthetic and artistic, physical and intellectual skills along a developmental continuum and be involved in literacy activities designed to strengthen reading, writing, speaking, listening and communicating to improve their chances of achieving success in school and life.

- Objective I: Children will acquire social, emotional, aesthetic and artistic, physical and cognitive skills.
- Objective II: Children will engage in quality, developmentally appropriate activities designed to move them toward meeting their full potential.

#### **GOAL:**

Families will participate in interactive activities that will strengthen literacy skills, will work toward strengthening connections with other families, the school, and the community, and will gain knowledge about family relationships including parenting skills.

- Objective I: Families will engage in quality interactions.
- Objective II. Families will engage in family literacy activities to strengthen literacy skills.

- b. <sup>3-2bii</sup>Sufficient progress means full implementation of the four components and state indicators of quality to a level of 75% for each of the indicators. <sup>3-2biii 3-2biv</sup>Local evaluation must document the use of program data for continuous program improvement and each program must have a plan for improvement. <sup>3-2bv 3-2civ</sup>[State standards for the purpose of early childhood learning outcomes are the national Head Start Child Outcomes framework including nine domains of learning.] The program staff and the local evaluator and the state coordinator will design an action plan for program improvement for each performance indicator not met. The action plan must include quality improvement strategies, outcomes, method of evaluation, and the name of the staff member responsible for implementing the plan.
- c. <sup>3-2ciii</sup>Families will receive an educational approach based on knowledge of parenting skills, increased adult education, and increased knowledge of family literacy styles based on scientific research.
- d. <sup>3-2di 3-2cii</sup>The State of Iowa has been allocated \$1,263,554. <sup>3-2iii</sup>The state administration allocation is \$75,813 which is 6% of the state grant. <sup>3-2dii</sup>One half of the total amount (\$37,906) is used for state-level technical assistance to Even Start subgrantees and the implementation of the state's Even Start indicators of quality. The administrative costs pay for 1 part-time [.30] Even Start state coordinator and associated costs with in-state travel and out of state travel for Even Start program administration. The state agency will monitor, support external evaluation of program environments, provide training in family literacy styles and provide support for programs in the use of data to improve program outcomes. The strategies listed below will be used to accomplish these functions:
- <sup>2-1avi</sup>Statewide Even Start meetings
  - Coordination with other state and national conferences
  - External technical assistance
  - On line support
  - Mentoring
  - Site specific technical assistance for low performing projects

### **2-3a Neglected or Delinquent sub-grant timeline**

Because the state receives a minuscule amount of funds for the program the state chooses to allocate the funds directly by formula, not through a competitive process, to the two eligible state agencies. This allocation is based on the formula caseload numbers reported by each eligible institution. This report is made to the IDE each fiscal year by November, 30. When the state receives the final allocation in the spring from the USDE, allocations are determined using the formula caseload numbers. The state notifies the eligible entities of the estimated allocation and the application process. After the state department approves an application from each eligible institution, funds are released by July 1.

This same timeline is used for LEA neglected and delinquent facilities eligible for funds except the LEAs are responsible for submitting the caseloads.

### **2-3b Neglected or Delinquent sub-grant selection criteria**

Criteria for sub-grant selection is based only on the criteria described in section 1414 for state agency applications and in section 1423 for LEA applications. The state reviews each application for adherence to the criteria and determines if the eligible institutions have met the criteria and then allocates the allowable funds.

### **3. Title I, Subpart C – Education of Migrant Children [Goals 1,2,5]**

- a. <sup>IC-4</sup>The Iowa Migrant Education Program Office will be convening work sessions to develop a comprehensive needs assessment document. Currently, we are using the 1994 version of the *Preliminary Guidance for the Title 1, Part C Migrant Program (MEP)* as a source document for the identification and recruitment of, eligibility determination for, and provision of services to migrant students in Iowa. The *Preliminary Guidance...* is currently being revised at the federal level. We will use the revised document as a resource when the Iowa needs assessment document is developed. <sup>1</sup>
- <sup>C-6</sup>Special attention will be paid to the guidance on student and system needs matched with scientifically based research, and identifying the data sources likely to be useful. Membership on the work groups will include state staff, local MEP staff and a representative from the Office of Migrant Education at the U.S. Department of Education. The timeline will be developed upon receipt of guidance from the USED.
- b. <sup>IC-7 IC-8</sup>Local districts may use a variety of assessments to diagnose migrant students' skills and needs. Nearly all of the local MEP programs (exceptions are the summer migrant programs since these students are usually present in the district only during the summer) use the ITBS/ITED with migrant students and provide accommodations when needed. Districts can utilize their MEP allocations to provide regular school year and summer school sessions for migrant students. Allowable activities include academic, health and social services. Iowa migrant education program provide multiple opportunities for all migrant students to achieve academically and to meet the same challenging learning goals that all students must meet. Middle and high school age students are expected to enroll in school and to meet the same graduation requirements as other students. Several districts offer intensive academic services during both regular and summer sessions to assist the older student overcome language barriers. Other districts try to schedule language, reading and math classes in the evening to accommodate the working student. Iowa is working with the Texas Migrant Interstate Project to assist Texas-based migrant high school students in taking the exit level TAAS. In addition, active parent involvement must be a key component of all migrant programming.
- c. <sup>IC-5 IC-12a</sup>MEP funding is awarded to local districts with migrant student populations of five- (5) % or more of the district enrollment. Districts receive a basic allocation that is based on the number of migrant students identified during their initial funding year. Additional monies are awarded yearly to districts with increasing numbers of migrant students with allocations based on a per pupil amount. Districts with decreasing numbers of migrant students will have their allocations reduced on a per pupil cost basis. Summer school programs are awarded a higher pupil amount because those students are currently enrolled. Summer school sessions focus learning activities on the assessed needs of the students. Most of Iowa's summer migrant students are here for the summer only, so extensive assessment of their academic skills is made early in the session. Some of the summer students have been present during the regular school year so their learning activities can be extensions of subject areas where they need additional work or enhancements of subjects in which they've been successful. In addition, local community agencies will partner with schools to provide field trips and other opportunities for students to practice language and social skills.

- d. <sup>IC-13</sup> <sup>IC-15</sup> Iowa is involved in the development of an interstate project for the electronic transfer of migrant student academic and health records. This project is being facilitated through the leadership of the Pennsylvania MEP. Several states using the MIS2000 data processing program are participating in this project. <sup>IC-14</sup> Within Iowa, districts share information relating to migrant students with other schools as the students move to new locales. Currently, Iowa school districts assist migrant parents in completing a form to request that the school records from their child(ren)'s prior school be sent to Iowa. Translators or interpreters are usually available to assist families who are in need of language assistance. Iowa districts will send copies of student records to the student(s)'s next school only upon receipt of a parental request form. Records are usually sent through the regular postal service for both intrastate and interstate transfer.

<sup>IC-9</sup> Title I, Part C – Migrant Education Subgrant Process

- i) <sup>IC-10</sup> Subgrants are awarded in the spring and funds are disbursed the following January and March. Final payments are made in the summer.
- ii) <sup>IC-11</sup> The formula accounts for numbers and needs of migratory children, the statutory priorities for service and the availability of other funds.
- iii) <sup>IC-12</sup> See part c) above
- iv) <sup>IC-1</sup> The Migrant Education Program was included in the state-level coordination of both federal and state programs
- v) <sup>IC-16-19</sup> The effectiveness of the migrant education program will be evaluated by reviewing the achievement data of migrant students in grades 4, 8, and 11. Migrant students will participate in the same testing situations as all Iowa students as indicated by federal law. Achievement data for migrant students will be disaggregated by subgroup.
- vi) <sup>IC-21,22</sup> Iowa's MEP 2002-03 allocation is \$1,674,993. <sup>IC-20</sup> One (1) % will be retained by the state Title I office for administrative uses including professional development, materials, training and travel.

**4. Title I, Part D — Children and Youth who are Neglected, Delinquent, or At-Risk [Goals 1,2,5]**

- a. <sup>3-4ai</sup> The goals of the delinquent institution focus on the improvement of reading and mathematics as measured by pre- and post- assessment on standardized test measures. <sup>3-4aii</sup> The performance indicators state that students will make one month's growth for each month in the program. The state receives miniscule support for this program and chooses to focus the program on reading and mathematics skill development.
- b. <sup>3-4aiii</sup> Data are collected by delinquent facilities relative to number of eligible participants and number of participants disaggregated by required categories. Each year state delinquent institutions submit a report to the SEA summarizing the academic achievement of program participants.
- c. <sup>3-4aiv</sup> <sup>4bi</sup> <sup>4ci</sup> Part D funds are used to improve student educational skills at local and state institutions in reading, mathematics or study skills that will allow students returning to their local school to transition back into the classroom setting successfully, as well as those students who will be entering postsecondary education or technical training programs.

**4b. Transition of children and youth from correctional facilities.**

The following transition technical assistance is provided by the state:

- a) Applications must address transition activities and the state provides guidance to institutions on activities permissible.
- b) The IDE's Title I reference manual provides assistance for transition.
- c) Each spring, workshops are held by the state which include assistance for eligible agencies in planning for transition and preparing applications.
- d) On-site assistance is provided when the state determines that an on-site visit is necessary and/or a regular basis.

**4b. Reservation of funds under section 1418**

15% of the funds allocated to the state are used to provide the technical assistance for the reference manual, workshops, and on-site visits.

**5. Title I, Part F—Comprehensive School Reform [Goals 1,2,5]**

- a. The purpose of Comprehensive School Reform is to improve student achievement by supporting the implementation of comprehensive school reforms based on scientifically based research effective practices so that all children, especially those in low-performing, high poverty schools, can meet challenging State content and academic achievement standards.

<sup>1F-a</sup>The Program is built on the premise that unified, coherent and integrated strategies for individual school improvement, knitted together into a comprehensive design, will work better than the same strategies implemented in isolation from each other.

Comprehensive School Reform components are listed below:

- another grant funding opportunity will be announced this summer on the Iowa Department of Education Web site under “grants”
- Grants will be due in the fall of 2002
- Grant amounts for a building school reform will be between \$50,000 and \$75,000
- Competitive scoring will favor schools with high poverty, low student achievement and high drop out rates
- Enough funding is available for approximately 10 to 12 schools
- This grant is part of the Federal Title legislation and is intended to fund professional development in an individual school that plans to “reform” some schoolwide practice/skill that will positively impact student achievement
- Each word in the title of this legislation/grant help define the intentions of the grant:
  - Comprehensive = the reform/change should include most or all of the staff
  - School = the grant must target an individual school
  - Reform = each school must adopt a “model” for reform, the model may be one of many established models or a locally developed model.

All eleven required components are part of the grant application. If a school does not write a plan addressing how each component will be implemented, the school will not be considered for funding.

- 1) Grants readers score each of the eleven components when reading the grants.
- 2) Once funded, each school will submit an evaluation based on the eleven components
- 3) The CSR State Coordinator or designee will visit each school each year to evaluate the implementation of the eleven components.

- b. <sup>1F-b</sup>The Iowa Department of Education will collect student proficiency data from each school based on either the ITBS or ITED. After this information is collected in reading/language arts and mathematics the percentage of schools with increasing numbers of students meeting

or exceeding the proficient level can be determined. In schools awarded Comprehensive School Reform grants ITBS/ITED student percentile results in Mathematics and Reading will be compiled. The results will be categorized as follows:

Low Performance Category = 0 - 40

Medium Performance Category = 41 - 89

High Performance Category = 90+

Schools will submit the results annually and be prepared to show data disaggregated by race, gender, poverty, English Language Learner, and disability. The goal will be to reduce the percent of students in the low performance category and increase the number of students performing in the high performance category.

## **6. Title II, Part A—Teacher and Principal Training and Recruiting Fund [Goals 1,2,3,5]**

- a. The description of current state policy, practice, and implementation strategies relevant to highly qualified teachers and paraprofessionals is also detailed and complete in Part II, 3 of this application. Additional information regarding these areas include:
  1. <sup>5bi IIA-2</sup>Iowa school district accreditation code and administrative code require students to be instructed by teachers who have demonstrated the knowledge and skills necessary for obtaining an Iowa license for the professional's area of specialty. A school district cannot employ a teacher who is not licensed to teach. Iowa school districts are required to report annually on the status of all professionals employed to teach or administer in an Iowa school. Therefore, all current teachers in Iowa are licensed to teach – this is monitored through the BEDS reporting system on an annual basis and through the on-site school improvement visits.
  2. <sup>5bi</sup>Iowa is also ensuring that all future teacher graduates from Iowa preparation institutions will be highly qualified. Iowa teacher education programs are required to develop and implement an assessment system for performance-based teacher licensure. Each program is currently implementing this performance-based system according to the rules of the State Board of Education. The assessment system for each preservice institution approved by the State Board must be a comprehensive and integrated set of evaluation measures that provide information through on-going assessment of the teacher candidate performance in content and performance skills outlined in the licensing standards.
  3. <sup>3iii</sup>Iowa has legislated and is implementing an extensive Teacher Quality program focused on increased student achievement. The elements of the program address district and individual career development plans that incorporate high quality professional development, performance evaluation for practicing teachers based upon Iowa teaching standards, increased compensation for teachers, and required mentoring and induction programs developed at each school district for all teachers new to the profession. <sup>3iv IIA-</sup>  
<sup>1</sup>The professional development design that incorporates sustained, intensive, and classroom-focused components is described in Part I of this application. <sup>IIA-3</sup>The compensation and induction programs are implemented to assist in the recruitment and retention of Iowa teachers. Iowa's commitment to increased student achievement and professionals who are continuously learning preceded No Child Left Behind yet is entirely compatible with the legislation's requirements for Title II.
  4. All Iowa paraprofessionals in Title I schools have earned a high school diploma. Many have Bachelor degrees. The Department of Education will ascertain in 2002 – 2003 the educational attainment of paraprofessionals working in all schools. Currently, paraprofessionals are required to participate in training programs provided by AEAs that assure knowledgeable and prepared adults to assist in the delivery of instruction. Please

see additional information included in Part I of this application.

- b. <sup>31 3ii</sup>The Iowa accreditation process previously discussed in Part I of this application will ensure full implementation of Section 1119(a)(2) which, calls for highly qualified staff and Section 9101(34) which defines professional development.
- c. <sup>IIA-4 IIA-5</sup>The Iowa Board of Regents and the Iowa Department of Education have an ongoing collaborative relationship in the support of Mathematics and Science teachers' professional development. The Title II A allocation in Iowa for F.Y 03 permits \$1,103,494 to be divided equally between the Board of Regents for partnerships and the Department of Education for state activities. <sup>IIA-13</sup>Additionally, the Board of Regents is allowed the greater of the prior year's administrative allocation or five (5) percent of the F.Y. 03 allocation for partnerships for administrative purposes. <sup>IIA-14</sup>Five percent of the F.Y. 03 allocation, (\$551,747 X's 0.05) \$27,587, is less than the prior year's allotment for administrative purposes. Accordingly, the Department of Education will forward \$27,754 to the Board of Regents to offset administrative expense.

## **7. Title II, Part D – Enhancing Education Through Technology [Goals 1,2,3]**

- a. VISION: To improve teaching and learning for all Iowa learners through the appropriate use of educational technology.

### <sup>2IID-9</sup> Goal 1: Establish an environment that promotes the appropriate and effective use of educational technology.

- <sup>2IID-10</sup>Objective 1a: In collaboration with the area education agencies, provide leadership and guidance for on-going technology planning and integration
  - Provide support services for Iowa schools designed to improve technology planning.
  - Provide leadership and support for technology integration strategies in Iowa schools.
  - Support the consolidation of state and federal initiatives for LEA technology planning and integration in Iowa schools.
  - Anticipate that the next leap in online learning that will be of unprecedented learner-centered, Internet-facilitated forms of interaction, support in Iowa schools the imagination and vision of faculty and staff who will teach, support, and encourage student success in an Internet-mediated learning environments.
- Objective 1b: Provide leadership for the integration of technology planning into the overall school improvement process
  - <sup>2IID-10</sup>Provide examples of exemplary school improvement activities that include the integration of technology planning.
  - In collaboration with area education agencies, provide support services to assist Iowa schools with integration of technology planning into their school improvement process.
  - Provide leadership for the effective use of information technologies to obtain, analyze and distribute information in ways that can improve school operations.

### <sup>2IID-9</sup> Goal 2: Support and strengthen the school improvement process by facilitating effective integration of technology in Iowa schools to improve teaching and learning

- Objective 2a: Build technology competence in the educational community
  - <sup>2IID-10</sup>Coordinate the integration of technology initiatives within the overall school improvement processes and initiatives.
  - Promote awareness of the potential impact of technology in improving the teaching and learning process.

- Support and strengthen opportunities for staff development in the effective uses of technology.
  - Develop an administrative leadership program that supports the role of technology in the school improvement process.
- Objective 2b: Support the development and implementation of technology-supported curricula and activities that improve conditions for learning
    - <sup>2IID-10</sup> Support and strengthen the development and implementation of effective technology-rich curricula, especially in mathematics, science, and language arts.
    - Support the development of technology projects that enable effective pedagogy.
    - Support and strengthen instructional methodologies that improve the effectiveness of instruction for all students through the use of technologies that enhance research, productivity, communication, and problem solving.
    - Support the integration of technology into content benchmarks and standards.
    - Support the development of assessment tool for the evaluation of the effectiveness of technology integration into the curricula and instruction.
    - Support the continuation and expansion of state initiatives within the LEA Comprehensive School Improvement Plans such as: the mentor/induction program, establishment of centers of excellence, evaluator training, and the establishment of a virtual high school to improve the learning environment within the state of Iowa.
  - Objective 2c: Assess the statewide impact of technology on improving teaching and learning
    - <sup>2IID-10</sup> Assist in the development of district assessment strategies, which can gauge the impact of technology on improving teaching and learning.
    - Assist in the development of district assessment strategies, which can gauge the impact of technology on changing the ways students learn.
    - Collect, analyze and report the impact of such strategies.
    - Support the use of technology in the acquisition, analysis, and use of student achievement data in ways that can provide useful information for teacher, school, and district.
  - Objective 2d: Assist schools in acquiring and using technology hardware and software resources
    - <sup>2IID-10</sup> Provide leadership and support for strategies that will provide long-term resources for educational technology acquisition in Iowa.
    - Provide leadership and support to assure that all classrooms will have the technology tools and systems necessary to be connected to each other and the outside world.
    - Support strategies that assure quality software will be an integral part of the curriculum.
    - Provide leadership and support to assure that all students and faculty will have access to technology tools including computer, audiovisual, and related electronic hardware and appropriate software.

<sup>2IID-9</sup> Goal 3: Improve support systems for the school improvement process through appropriate and effective technology integration and use in Iowa schools

- Objective 3a: Assist with improving technology support systems at the district level
  - Strengthen the development of technical support at the local level that is on-site and people-oriented.

- Support district level strategies that result in effective use of technology at the building, classroom, and learner levels.
  - Support improved communications between districts and the general public and parents specifically about appropriate roles of technology in the school improvement process.
  - Support technology integration between home and school.
  - Support district level technology deployment strategies, which will promote equity of access to technology among all learners.
- Objective 3b: Strengthen technology support systems
    - Strengthen and support improved technology planning, implementation, integration, and evaluation activities and services for Iowa schools by Area Education Agencies Strengthen and support services offered to Iowa schools by higher education institutions.
    - Provide leadership for state education organizations in their support for technology acquisition and integration in Iowa schools.
    - Support and strengthen improved teacher preservice preparation in educational technology.
    - Promote the development of effective partnerships between schools area education agencies, libraries and other educational agencies to improve technology planning, acquisition, and use.
  - Objective 3c: Improve and extend support for technology in Iowa schools by business and industry
    - Promote the development of effective partnerships between schools and the private sector to improve technology planning, acquisition and use.
    - Strengthen communications between business and industry and schools concerning the technology literacy skills needs and career preparation required by Iowa's rapidly changing workplace.
    - Support opportunities for business and industry to provide direct support for technology-based teaching and learning in Iowa schools
- b. Educational technology includes new generations of instructional tools and approaches that are already beginning to revolutionize the teaching and learning process in the State of Iowa. Effective use of emerging technology-based teaching and learning tools can accommodate student individual learning styles; promote independent, self-directed learning; and provide immediate access to information resources throughout the world. Teachers also can have at their command powerful teaching tools and global information resources. Through the use of these tools, students and teachers can have access to educational resources throughout the district and beyond. In addition the state needs to better examine the impact of all its past and future endeavors to integrate technology into the schools. While computers have made their presence felt in the classrooms in many parts of the state, the question that needs to be asked is, "Has this made any discernable difference in the way we teach and learn?" Assessment of how technology has fundamentally impacted our learning and teaching needs to be addressed.

Also, as we enter an era with ever more rapid technological change, we need to prepare students to become lifelong learners. Technology can help to achieve this. Communication networks can help extend the educational environment beyond the bricks and mortar of the schoolhouse and into the community. Parents, community organizations, business and industry, libraries, and other schools and colleges will all play an adjunct role in this new

learning environment. The use of educational technology also allows students to learn to use today the communications tools that will be an integral part of their working and living environment tomorrow.

- c. <sup>2IID-11</sup>The E2T2 proposal is focused around six state initiatives that are focused on improving student achievement in the state. The funds retained by the state will be used to address the following:

Provide adequate support of the various state initiatives for the improvement of:

- ☐ Reading (language arts), Mathematics and Science,
- ☐ Teacher/Administrator Induction/mentor program,
- ☐ Evaluator training,
- ☐ Centers of excellence,
- ☐ Expand high school opportunities through the Iowa Virtual High School

These six initiatives are aligned with the goals of NCLB as they will support all students including Limited English proficient reaching high standards. The goal of the state has always been that our students are taught by certified staffs who are highly qualified and motivated. Several of these initiatives will further implement this goal.

The performance indicators for technology are included in the checklist for CSIP and APR. The performance indicators are: All students' achievement in reading and mathematics, including technology literacy, is improved through the use of technology; Teachers effectively use technology and research-based practices to support student learning; Technology is integrated throughout the curriculum. (See page 30)

<sup>2IID-12</sup>Provide support for high-need LEAs and schools in need of improvements (SINOI) as they incorporate state initiatives into their Comprehensive School Improvement Plans (CSIP). These high-need and SINOI schools will be the main target for SEA efforts. Linking these schools to better performing LEAs, and allowing the benefits of association with their teachers and best practices will help the SINOI improve the implementation of their CSIP.

### Low Performing Schools

School identified under Title I as being in Need of Improvement.

<b>Problem:</b>	<ul style="list-style-type: none"> <li>• Providing adequate support of the various state of Iowa initiatives for the improvement of: Reading (language arts), Mathematics and Science, induction/mentor program, evaluator training, and explore the possibilities and impact of virtual high schools for the state. This would be especially true for high-need LEAs and schools in need of improvement which would be the main target for the departments efforts as well as linking these schools to what are determined to be our better performing LEAs, teachers and best practices to help them improve and implement their Comprehensive School Improvement plans.</li> <li>• Limited DE personnel and resources - travel time and out of office time</li> <li>• Maintenance of the integrity of the various initiatives with "just in time" support for implementation</li> <li>• Building the capacity of others educators to maintain the initiative beyond its time frame and apply this model to other areas of identified needs.</li> </ul>
<b>Proposal:</b>	To explore the use of technology – especially video conferencing over IP - to

	sustain and expand department initiatives. The department would focus on the acquisition of bandwidth and IP video conferencing units to support the methodology of the proposal.
<b>Methodology:</b>	<p>With the introduction of technology – video conferencing units and net meeting, and other hardware and software the following activities will take place to support the various state initiatives:</p> <ul style="list-style-type: none"> <li>⇒ Site to site support</li> <li>⇒ Person to person interaction in the various components of each initiative.</li> <li>⇒ Teacher to teacher interaction in the various components of each initiative.</li> <li>⇒ AEA/LEA/SEA mentors to teacher interaction in the various components of each initiative.</li> <li>⇒ DE staff to teacher and AEA mentors interaction in the various components of each initiative.</li> <li>⇒ Interaction between DE, teachers and AEA mentors in both synchronize and asynchronous</li> <li>⇒ Distribution of examples of best practice activities with notations from the department's video server.</li> <li>⇒ Outcomes might include but not limited to improved leadership within schools as principals and others interact over the systems. Just in time delivery of leadership skills in understanding what effective teaching would like in real classrooms.</li> </ul> <p>Evaluation of Impact (but not limited to)</p> <ul style="list-style-type: none"> <li>⇒ Student achievement data both from norm-referenced and diagnostic testing as reported in each LEA's Annual Progress Report</li> <li>⇒ Implementation data</li> <li>⇒ DE site visit data</li> <li>⇒ Time usage data of video conferencing</li> <li>⇒ Survey of current teacher involved in of each initiative</li> <li>⇒ Survey of involved AEA consultants</li> <li>⇒ Survey of DE staff involved in of each initiative</li> </ul> <p>Benefits (but not limited to):</p> <ul style="list-style-type: none"> <li>⇒ Teacher reflections</li> <li>⇒ Coaching in a “just in time model” with access to best practices.</li> <li>⇒ Reductions in travel and travel time by DE staff</li> <li>⇒ Increase interaction between teachers, mentors and DE staff</li> <li>⇒ Coaching done both synchronize and asynchronous</li> <li>⇒ Easier expansion and maintenance of initiatives</li> <li>⇒ More efficient and timely access for teachers</li> <li>⇒ Units are portable and may be moved from place to place</li> <li>⇒ Potential to apply to other DE initiatives</li> </ul>

<sup>2IID-13</sup>d. The state will conduct an application process for formula and for competitive components available under this legislation. The applications will incorporate the following:

<b>Proposed Goal:</b>	To change the way teachers teach and students learn through the utilization of technology to enhance student learning. Focus all of the organizational efforts of each region on an agreed upon area. All LEAs will form partnerships with other LEAs, AEAs, IHE (institutions of higher education), and private businesses.
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	The intent of the effort is to create resources of such a magnitude as to make the improvement efforts practical. The application must focus on one of the identified state initiatives that relate to the LEA's identified need.
<b>Intent:</b>	To benefit high-need and low performing schools. Focus of these and other resources on those identified schools. Utilize all available resources including financial, technological and human of the LEAs, AEAs and SEA to assist these schools. This needs to be tied to student learning outcomes and specific standards.
<b>Focus area:</b>	<p>A. Schools deficient in mathematics, reading, or science and/or linked to the various State initiatives (Teacher Quality, the Mentoring and Induction program, Evaluator Training, virtual high schools, Centers of Excellence, best practices)</p> <p>B. High Need: Whether the award is made to a "high-need LEA" or eligible local partnership" the focus of the grant will be on addressing the needs of a high need LEA.</p> <p>Focus on instructional practice</p> <ul style="list-style-type: none"> <li>• Tied to student learning outcomes – long range</li> <li>• Focus on learning about integration, but also provide opportunities for skill development.</li> <li>• Coaching and support number of sessions conducted.</li> <li>• Related to the teacher quality criteria.</li> </ul> <p>C. Funds must not be use to supplant but must supplement. This will be determined through the examination of the last three years of LEA's technology acquisition and have the LEA submit a statement how their new application is different.</p> <p>D. Each LEA as part of its formula's application and the application for the competitive grant to the SEA must demonstrate that the LEA's CSIP contains the following:</p> <ul style="list-style-type: none"> <li>• Strategies for improving academic achievement and teacher effectiveness</li> <li>• Goals –student learning goals district standards and benchmarks</li> <li>• Steps to increase accessibility</li> <li>• Promotion of curricula and teaching strategies that integrate technology</li> <li>• Professional development</li> <li>• Technology type and costs</li> <li>• Coordination with other resources – educational technology funds and other resource</li> <li>• Integration of technology with curricula and instruction</li> <li>• Innovative delivery strategies</li> <li>• Parental involvement</li> <li>• Collaboration with adult literacy service providers.</li> <li>• Accountability measures</li> <li>• Supporting resources</li> </ul>
<b>Evaluation</b>	<sup>2IID-8</sup> Data from APR, CSIP and BEDS reports will provide feedback on the success or failure of the state strategies to improve student achievement. This will be published in the department's annual condition of Education report. All data will be analyzed by the department to determine the effectiveness of the strategies on improving teaching and learning throughout the state. Ten (10) percent of the first year's grant will be used to develop an evaluation process including assessment instruments for all AEA's and UEN regarding utilization,

	effectiveness and integration of technology into the curriculum.
<b>Professional Development :</b>	At least 25% funding must be spent on professional development. This applies to both the Formula and the competitive component.

## **8. Title III, Part A—English Language Acquisition and Language Enhancement [Goals 1,2,3,5]**

- a.** <sup>III8a1</sup>The Iowa Department of Education, under guidance provided by the Office of English Language Acquisition (OELA) and the National Clearinghouse, will identify program models that reflect scientifically based research on the education of limited English proficient children. The State Education Agency (SEA) will provide the information the Area Education Agencies (AEAs) and post such scientifically based research models in the Iowa Department of Education (IDE) web page. In addition, training will be provided to AEAs to familiarize them with these models and effective ways to implement the models. The AEAs will then provide training to LEAs. <sup>III8a2</sup>LEAs will have the flexibility to select among the models that best serve their student population and the resources available to meet their needs.

In submitting the consolidated application, AEAs/LEAs will be required to describe the models/programs currently used (with a self-study assessment of their programs) and how they will adopt the scientifically based research models. There are no state laws that mandate any particular models that schools much follow in serving the English language learners' population.

- b.** <sup>III8b1</sup> The Iowa Department of Education will establish an ELL Task Force. This group will consist of representatives from AEAs/LEAs, Institutions of Higher Education, and consultants knowledgeable in limited English proficiency standards to establish a State evaluation plan and timeline for assisting LEAs in the evaluation of their annual measurable achievement objectives for limited English proficient children.

The Iowa Department of Education believes that school districts should have the flexibility to identify and administer language assessment tests that address the four domains of language. The IDE will provide a list of assessment tools for AEAs/LEAs to select from according to their needs.

<sup>III8b2</sup>In identifying the adequate yearly progress for limited English proficient children, the IDE will:

- Work with major publishers of language assessment tests to help establish the annual expected gains of limited English proficient children on each test.
- Conduct workshops with the AEAs/LEAs on the expected gains as identified by each of the major test publishers of language assessment tests.
- Conduct workshops on the administration and scoring of language assessment tests.

Districts will be required to:

- Annually assess their limited English proficient students with a language assessment test that assesses the four domains of speaking, reading, writing, and listening.
- Assessments must be normed for ELL students and be valid and reliable.
- Use State identified test(s) to assess limited English proficient students.
- Meet the expected gains established by the state

- For districts who want to use their district developed assessment systems, they will need to submit quantifiable evidence of the annual expected gains for each of their subtests.
- For the first reporting year, school districts will report the following:
  - The number of limited English proficient students
  - The measures used to assess the four domains of language
  - The percent of limited English proficient students meeting the annual expected gains or as quantified by the district on locally developed tests.

LEAs will report the adequate yearly progress in their annual reports.

- c.** Estimated SEA allocation = \$1,737,245  
<sup>III8c-1</sup>SEA activities (5% or 175,000) = \$175,000  
<sup>III8-c2</sup>95% to AEAs/LEAs for ELL
- 80% = \$1,327,908;
  - <sup>III8d-1</sup>15% immigrant = \$234,337

The Iowa Department of Education will reserve \$175,000 for SEA activities under the following categories:

- Professional Development – 10%
- Planning, Evaluation, Interagency coordination, Administration – 80%
- Technical Assistance – 10%
- Recognition to subgrantees (none)

- d.** Percentage of state allotment for Immigrant Children = 15% (\$234,337)

- e.** <sup>III8e1</sup>The most recent data available on the number of immigrant children and youth: Each school district with limited English proficient children was sent a survey in March of 2002. Districts were asked to identify the number of immigrant children enrolled as of April 30<sup>th</sup>. Based on this data, the number of immigrant children enrolled in Iowa schools for 2001-2002 school year is 6,255.

<sup>III8e-1</sup>In awarding subgrants, the state will equally consider eligible entities that have limited or no experience in serving immigrant children and youth. LEAs with immigrant children, applying for subgrants, will be asked to document significant growth. "Significant growth will be defined based on the enrollment data of the last two years, the percent of growth (5%), and the need for hiring staff to provide direct services to immigrant students.

- f.** <sup>III8f-1</sup>Number of limited English proficient students on the 2001-2002 school year = 13,337. Those AEAs/LEAs not eligible because of the number of students will be ask to form consortia in order to satisfy the required \$10, 000 allocation.

- g.** <sup>III8g-1</sup> <sup>III8g-2</sup>The most recent data on the number of immigrant children and youth is from 2001-2002 school year = 6,255 K-12; 531 eligible at Community Colleges for a total of 6,786.

## **9. Title IV, Part A – Safe and Drug-Free Schools and Communities [Goal 4]**

- a.** <sup>IVA-11</sup>This Title IVA section of the Iowa consolidated state application represents a joint effort of the Iowa Department of Education and the Iowa Department of Public Health, designated by Governor Thomas Vilsack, the state's Chief Executive Officer, to distribute

the Governor's portion of these Safe and Drug-Free Schools funds. The strategies described below will be priorities for use of these funds.

### **Key Strategies:**

IVA-12 The focus of state level activities for Iowa's Safe and Drug-Free Communities is on building the capacities of the state's area education agencies, local school districts, and their communities to provide programs and practices that effectively prevent substance abuse and violent behavior, foster positive youth development, and create environments in schools and communities that are safe, drug-free, and promote learning. The strategies listed below represent the unified planning of the Iowa Department of Education (SEA portion) and the Iowa Department of Public Health (governor's reserve).

#### IVA-14 IVA-15 CONTENT KNOWLEDGE AND SKILL DEVELOPMENT

- Strategy: Promote and support science-based positive youth development programs and practices in preventing substance abuse and violent behavior, reducing the prevalence of risk factors, increasing the prevalence of protective factors/buffer/assets, and fostering safe, drug-free environments conducive to learning.
- Strategy: Develop and support a cadre of sites for the demonstration of the science-based violence prevention practices of Positive Behavioral Supports.
- Strategy: Provide training and technical assistance within and across systems to AEAs, LEAs and communities in the implementation of the above-described programs and practices based on an assessment of local needs.
- Strategy: Provide support and technical assistance to schools and communities on the meaningful involvement of youth and parents in the planning, implementation, and evaluation of their youth development, violence and substance abuse prevention programs and practices.

#### IVA-14 IVA-15 CONTINUOUS IMPROVEMENT PROCESS AS EMBODIED BY THE PRINCIPLES OF EFFECTIVENESS

- Strategy: Provide training and technical assistance to communities and schools in the implementation of the Principles of Effectiveness with particular emphasis on: 1) the analysis of local data on the incidence and prevalence of substance abuse and violent behaviors and the prevalence of risk and protective (buffers/assets) factors; 2) the selection of programs and/or activities that are based on scientifically based research; 3) the use of performance measures (including outcome measures) in the monitoring of program implementation and effectiveness; and 4) the use of performance measures to refine, strengthen, and improve the programs and practices implemented.
- Strategy: Monitor the progress of schools and communities toward successful implementation of the Principles of Effectiveness through desk audits and on site visitation. The SEA will carry out an annual state-level analysis of locally developed plans and reports of progress on LEA performance indicators and conduct on-site monitoring visits in 20% of LEAs annually on a rotating basis. Iowa Department of Public Health (IDPH) will visit grant recipients annually to assess and analyze implementation of the sub-grantees' work plans and to assist them to meet their stated performance measures. Quarterly and year-end reports are required by both agencies.

#### IVA-14 IVA-15 SYSTEM DEVELOPMENT

- Strategy: Provide technical assistance to communities and schools in the application of capacity building strategies that are based on scientifically-based research, e.g., change management, leadership development, social marketing, etc.

- Strategy: Work collaboratively to embed positive youth development and prevention approaches into state policy.
- Strategy: Collaborate within and across state agencies to integrate federal and state planning and implementation requirements imposed on schools and communities and to encourage their braiding of state, federal, and local funding in order to facilitate and promote comprehensive school and community youth development and prevention planning.
- Strategy: Work collaboratively across state agencies to collect and provide data needed for planning to local schools and communities for their use in developing local programs and accessing funding from multiple state and federal programs.
- Strategy: To the extent possible, model the involvement of parents and youth in state level planning and promote the practice locally.
- Strategy: Promote the adoption by school districts and communities of a science-based youth development/prevention model/framework, e.g. risk-protective factors, asset development, resiliency, or the social development model

#### Fund distribution:

- 93% of the 80% of Iowa's allotment of SDFSC funds will be distributed to Iowa's LEAs in amounts calculated using the formula designated in Section 4114(a)(1) of the 2001 No Child Left Behind Act (NCLBA)
  - 3% of Iowa's SEA allocation will be directed to 1.0 F.T.E consultant to administer the program and oversee the implementation of the strategies outlined below and to .75 F.T.E. administrative support staff
  - 4% of Iowa's SEA allocation will be dedicated to support and technical assistance to build the state's capacity to prevent violence, student use of tobacco, alcohol and other drugs, and to foster safe and drug-free learning environments.
- b. Iowa administers the Iowa Youth Survey triennially to census populations of 6<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade students in more than 90% of the state's LEAs. Indicators are drawn from the survey that will be administered in the fall of 2002 and repeated in 2005. The instrument surveys students on their behavior related to violence and their use of tobacco, alcohol and illegal drugs as well as their attitudes about self, risk, alcohol, peers, family, school, and community.

IVA-16 Indicator: Percent of students who report being in a physical fight at school.

IVA-17 Performance Target: The percentage of students in Iowa who report that they engaged in a physical fight on school grounds during the 12 months previous to the survey will decrease from 2002 to 2005 .

IVA-16 Indicator: Percent of students who report feeling safe at school.

Performance Target: IVA-17 The percentage of students in Iowa who report that they feel safe at school will increase from 1999-2000 to 2005-2006.

IVA-16 Indicator: Percent of students offered, sold or given illegal drugs on school grounds. (Baseline will be collected in the fall, 2002 administration of the Iowa Youth Survey and reported during the spring of 2003. Performance targets will be established once these data are collected.)

Performance Target: The percentage of students who report that they have been offered, sold, or given an illegal drug on school property will decrease from 2002 to 2005.

- c. <sup>IVA-18</sup>The Iowa Department of Education initiated a project several years ago with the intent of fostering the electronic exchange of student information among districts, between districts and postsecondary institutions, and between districts and the Department. This initiative was given the name Project EASIER - Electronic Access System for Iowa Educational Records. Most school districts in Iowa use an electronic student information system to maintain student data for a variety of administrative purposes. The goal of Project EASIER is to help school districts leverage the resources that districts have already made in building their student information systems. It is the Department's intent to build on the progress that has already been achieved under Project EASIER, requiring each district to submit individualized student records to the Department. <sup>IVA-19</sup>It is also the Department's intent to expand the data elements that must be reported by districts to the state.

At the present time, approximately 70 percent of all Iowa school districts are involved in the Project, and we have established a goal of 100 percent participation by July 2003. In addition to expanding the project to all districts, it is the intent of the Department to expand the data elements collected to accommodate more of the currently required data collections in Iowa and to include the data elements necessary to comply with new ESEA requirements including the additional subgroups. The following are the data elements currently reported on each student:

- District ID
- Building ID
- Student ID
- Gender
- Race/Ethnicity
- Date of Birth
- Grade Level
- Dropout Status
- Primary Language if ELL
- Type of Diploma Received
- Post-graduation Intentions
- Courses Enrolled

To accommodate subgroup reporting, English proficiency, migrant status, and poverty status will be added to each record. Disability status will either be added or determined by linking to an existing special education student database. It is the Department's intent to incorporate into Project EASIER directly or through linked databases, the data from three other collection entities: special education, ESEA Title I, and Perkins. This expansion will support uniform reporting and will enhance local district databases. Additional data elements such as expulsion and suspensions will also be added to the student records submitted by districts to enable the Department to meet the reporting requirements as defined in the No Child Left Behind Act.

The Department has used a standardized process for defining data elements as well as adopting a standardized approach for the exchange of student information. From Project EASIER's beginning, Iowa's three state universities, together with a number of the public community colleges, have been involved with local school districts in the transmission of electronic student transcripts using the standards as defined through the American National Standards Institute (ANSI), that were mapped to Electronic Data Interchange (EDI) standards, encrypted, and transmitted to participating postsecondary institutions.

The Department is also keenly aware of the changing technology environment especially with respect to EDI/Extensible Markup Language (XML) and School Interoperability Framework (SIF). With the advent of the National School Interoperability Framework initiative and increased support from technology vendors and others for using XML, Department is monitoring and evaluating how to support EDI for sending transcripts to postsecondary institutions while using XML for district and state-level collection and reporting.

The Department will continue to use the resources of the National Forum of Education Statistics as supported by National Center for Education Statistics (NCES), Office of Educational Research and Improvement (OERI), USDE. Most, if not all, of the data element definitions currently used by the Department follow the definitions as set forth in several NCES publications. The Department currently follows the NCES definition for reporting dropouts. The Department and all school districts have adopted a uniform course code classification system as proposed under the NCES publication, *A Pilot Standard National Course Classification System for Secondary Schools*. As additional data elements are collected from districts, we will continue to use the definitions and follow the recommended standards as established nationally. The following NCES publications are significant to assuring comparability and have been used in our data collection and developments:

- *Student Data Handbook: Elementary, Secondary and Early Childhood Education: 2000 Edition*
- *Staff Data Handbook: Elementary, Secondary and Early Childhood Education*
- *A Pilot Standard National Course Classification System for Secondary Education*
- *Standards for Education Data Collection and Reporting*
- *Basic Data Elements for Elementary and Secondary Information Systems*
- *Building and Automated Student Record System*

It is also important to note that the Department uses and supports the concepts, procedures, and principles embodied in the two NCES/Forum publications, *Protecting the Privacy of Student Records: Guidelines for Education Agencies and Privacy Issues in Education Staff Records*.

The Department will continue to use NCES and Forum publications and is anticipating that the soon to be released report, *Safety in Numbers: Collecting and Using Crime, Violence, and Discipline Incident Data to Make a Difference in Schools* will assist us in this new data collection area.

As a current and intermediate step, the Department will also support web-based summary reports from school districts. The Department has already developed an extensive web-based data collection approach that enables districts to submit summary information. It is anticipated that until all districts are submitting individual student records that can be used to summarize information by subgroup, the Department will require districts to submit data in summary tables via the web.

The Department annually conducts training and work sessions for personnel in all districts regarding fall and spring data collections. Using the Iowa Communications Network, a statewide audio-visual network, training sessions are provided to explain what is being collected, reinforce and clarify definitions that are provided, and demonstrate the web-based reporting tools. Since it is the Department's intent to incorporate, to the extent possible, the additional data elements into existing reporting procedures, training and instructions will be provided to school districts as part of fall and spring instructional sessions.

**10. Title IV, Part A, Subpart 1, section 412(a) – Safe and Drug Free Schools and Communities: Reservation of State Funds for the Governor of Iowa. [Goal 4]**

- a. <sup>IVA-14 IVA-20</sup>97% of the 20% of SDFSC funds reserved for the governor will be distributed to school and community recipients of competitive grant awards not to exceed \$90,000.00 each for two years. 3% of the Governor's reserve will be used for training and technical assistance.
- b. <sup>IVA-21</sup>Name of the entity designated to receive the funds reserved for the governor, contact information for the entity, and the DUNS number that should be used to award the funds.

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**11. Title IV, Part A, Subpart 2, Section 4126: Community Service for Suspended and Expelled Students Grant**

<sup>IVA-22</sup>Consultation on the distribution of the Community Service grant was held with representatives of other agencies in the Executive branch of state government: Division of Criminal and Juvenile Justice Planning in the Department of Human Rights, the Iowa Attorney General's office. The funds will be used to establish pilot sites in local school districts or communities that will enhance existing alternative programs with a program that requires eligible students to perform community service as part of a continuous educational experience. The long-term intent is to assess and demonstrate the effectiveness of the community service strategy on increasing the graduation rate and reducing the dropout rate of this high-risk population. The SEA will retain 10% of the funds to evaluate the effectiveness of the pilots, provide technical assistance, and disseminate information about the model.

**12. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers [Goals 1, 2, and 5]**

<sup>IVB-5</sup>Training, professional development and technical assistance are essential for high quality afterschool programs. The Department intends to work with a variety of local, regional, state, and national organizations to provide training and support for Community Learning Centers. Bidders' conferences for interested 21<sup>st</sup> Century Community Learning Center (CCLC) applicants will be offered. Successful grantees will be required to participate in at least two comprehensive training sessions each year and set aside specific grant funds designed to meet this purpose. The Department will also use multi delivery systems to provide professional development and technical assistance to award recipients. Some potential providers who can provide statewide technical assistance would naturally include, the Iowa Community Education Association, Iowa Collaboration for Youth Development, the Iowa Child and Family Policy Center, the State Public Policy Group, and the National Center for Community Education, an AEA network of 21<sup>st</sup> CLCL school improvement consultants. To cite several exemplary providers in this area the Success 4 network (a statewide initiative that consolidates a variety of state and federal programs

with the common mission of promoting social, emotional, intellectual, and behavioral development of Iowa's children and youth through the collaboration of schools, families, kids, and communities), and the Higher Plain should be included. Other organizational and private vendor providers would be sought out who could assist local grantees in meeting their grants needs in areas of evaluation, program implementation, staffing, and sustainability.

<sup>IVB-6 IVB-7</sup>In establishing an evaluation, monitoring and continuous improvement process for this grant program, the Iowa Department of Education will use both formative and summative evaluation techniques. Evaluation procedures, similar to those used by the US Department of Education 21<sup>st</sup> CLCC program, will be considered. Individual evaluation experts, not only in Iowa but from across the country, may assist with the evaluation, monitoring and continuous improvement efforts associated with this grant. The data will be collected through our Basic Education Data Survey (BEDS) collection or Annual Progress Reports. The state will compile into a state report card as required by NCLB. This compilation will be available to all federal program individuals. The Department will collect baseline data for the 21<sup>st</sup> CCLS program in the first programming year and submitted to the USDE but not until the 2003-2004 school year due to the timeline of awards which will begin July 1, 2003. <sup>IVB-10</sup>More specifically, demographic data, performance-based outcomes, evaluation data, and program changes will be documented by using mid-year and year-end written reports with local grantees. <sup>IVB-9 IVB-12</sup>Additional evaluation, monitoring and continuous improvement techniques used or considered would include on-site visitations, telephone calls, meetings held over the ICN (state fiber optic network), and dialogue sessions with AEA personnel. Evaluation results would be shared in aggregate form in order to protect the confidentiality of individual participants and organizations. Monitoring local grantee progress in achieving grant goals as outlined in their original five-year plan would also be a part of the monitoring and continuous improvement process established for this grant program. <sup>IVB-11</sup>Technical assistance will be provided based on the findings from each program's progress. The LEA's not making progress will be provided additional technical assistance.

### **13. Title V, Part A -- Innovative Programs [Goals 1, 2, 3, 4, and 5]**

<sup>V-4</sup>The state of Iowa Title V allocations for the 2002-03 school year will be distributed on the basis of 80% on district's enrollment and 20% on free lunch provided by each district with at least 19.48% of its enrollment eligible for free lunch. This compares to 2001-02 when 17.89% of a district enrollment needed to be eligible for free lunch.

<sup>V-1</sup>The department will offer information on how program dollars can be spent and assist districts to meet federal criteria requirements. <sup>V-3</sup>The state will provide technical assistance to help districts target those schools with high concentration of economically disadvantaged children and families. <sup>V-5</sup>Districts that receive the extra money for free lunch will be encouraged to place their additional money in schools within their districts that have concentrations of economically disadvantaged families and children from economically disadvantaged families. Presently, it appears Iowa has no areas in the state that would qualify under the stipulation of children living in sparsely populated areas.

<sup>V-6 V-7 V-8 V-9</sup>The state of Iowa will use its allowable percentage (15% of the 15% reserved for state use) of administrative funds to support 0.5 F.T.E of one consultant and portions of two clerical staff. These expenditures will not exceed \$86,365. Technical assistance will be provided by 1.0 F.T.E. and 0.5 F.T.E. of three other consultants. <sup>V-2 V-10</sup>The remaining funds will be used to support state activities and technical assistance for planning, design, and initial implementation of charter schools (17%), statewide education reform efforts (41.5%), and support to LEAs for

continual assistance in implementation of challenging content standards through alignment of curriculum, instructional practices, and assessment measures (41.5%).

**14. Title VI, Part A, Subpart 1, Section 6111 – State Assessments Formula Grants [Goals 1, 2, 3, 5]**

With the reauthorization of the Elementary and Secondary Education Act (ESEA) the need to ensure all Iowa districts have local districtwide assessments that demonstrate acceptable technical adequacy is imperative. The Iowa Department of Education will solicit proposals from experienced vendors or individuals with assessment expertise to develop training documents, organize training, and implement regional training in the State of Iowa to document the technical adequacy of districtwide assessments and the alignment of the local districtwide assessments with local standards and benchmarks. Although this work will be organized and implemented from an external source other than the Department, the intent is that the Department's Cross Bureau Assessment Team will assist in the refinement and implementation of all documents and subsequent trainings.

Through ESEA, the federal government appropriated additional funds to assist states in improving their assessment systems to meet the federal requirements. A refined assessment system with documented technical adequacy and alignment will assist teachers, administrators, parents, and community stakeholders in making decisions regarding the implementation of structured school improvement that impact all students. With this in mind, this proposal will seek to assist districts in continuing to refine and determine that their local districtwide assessment system which includes alternate assessment, and multiple measures will provide valid and reliable data to determine district students proficiency levels for content standards. Participants will develop the capacity to implement the processes necessary to ensure technically adequate districtwide assessment, accountability and evaluation systems. This request for proposal is intended to align the work of the local districts with the guidelines specified in the Peer Reviewer Guidance for Evaluating Evidence of Final Assessments Under Title 1 of the Elementary and Secondary Act (USDE, Nov. 1999). Specifically, participants will:

1. Acquire knowledge of concepts of alignment of assessments to standards and benchmarks and instruction.
2. Acquire knowledge of concepts of technical adequacy
  - Validity
  - Reliability
  - Fairness
3. Apply concepts of alignment during training
4. Apply concepts of technical adequacy during training
  - Reliability
  - Validity
  - Fairness
5. Apply concepts of alignment to district assessment systems
6. Apply concepts of technical adequacy to district assessment systems
  - Reliability
  - Validity
  - Fairness
7. Evaluate districtwide assessment and accountability systems
  - Examine district assessment and accountability systems for alignment

- Examine district assessment and accountability systems for technical adequacy
- Make recommendations for change in the system based on the results of the examination
- Implement any needed actions to produce an aligned, districtwide assessment system with technical adequacy.

Continue to evaluate appropriateness of the district assessment system and implement change in that system as needed to maintain alignment and technical adequacy.

Currently, all 371 local districts are responsible to administer an assessment that has both state and national norms at grades 4, 8, and 11 in reading and mathematics and grades 8 and 11 in science. They must also have at least one additional assessment measure for each of these content areas. Area Education Agencies (AEA) in the state of Iowa provide an opportunity for districts to participate in the Iowa Collaborative Assessment Modules (ICAM) at the 4<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades, designed to assist them in fulfilling their multiple measure requirement in reading and mathematics. Currently, 367 buildings in 136 districts use these modules. The cost of scoring the performance-based modules and training for these evaluators will be funded through the use of these assessment dollars.

Iowa Code requires school districts to implement additional assessment measures beyond the norm-referenced assessment used for state performance measures. Although the state has invested in the development of the ICAM modules for reading and mathematics no funds have been available to assist in the development of modules for science. Funds will be used for this purpose.

In order to implement a student management system additional personnel are required within the department to support this effort. Funds will be used to support one data management expert and one assessment expert.

## **15. Title VI, Part B, Subpart 2 -- Rural and Low-Income School Program [Goals1,2,3,5]**

### **a. Goals and Objectives for Performance Criteria:**

#### Increased Student Academic Achievement

Goal: To increase the percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher in mathematics and reading.

Objective: Identify activities allowed under the REAP program that will support the increase of reading and math scores in grades 4, 8 and 11.

Goal: To increase the percentage of high school students achieving a score or status on a measure indicating probable post-secondary success.

Objective: Align the use of REAP funds other high school activities that assist in the probable improvement of student success at the post-secondary level.

Goal: To incorporate in to its comprehensive school improvement plan provisions for the professional development for all staff in approved, funded areas of the REAP program.

Objective: Identify specific professional development efforts in the Comprehensive School Improvement Plan that support REAP.

### Decreased Student Dropout Rates

Goal: To reduce the student dropout rates in grades 7-12.

Objective: Identify activities under the REAP program that specifically support the decrease in student dropouts.

b. Strategies:

The SEA will offer technical assistance provided either on-site and/or via the Iowa Communications Network distance learning system for each of the seven eligible schools districts receiving funds. Information about the REAP initiative, including definitions, requirements, and the application process, will be made available to districts by the SEA REAP coordinator. Districts will be assisted by SEA program consultants related to the appropriate program areas listed below. SEA program consultants will assist districts with program requirements, budget, and reporting. Districts will be allowed to apply funds received to any or all of the following:

- Teacher recruitment and retention
- Teacher professional development
- Educational technology
- Parental involvement activities
- Safe and drug-free activities, part A
- Title III Activities

Awards will be determined by formula proportionate to the number of students in eligible districts as prescribed by the USDE: It is based directly on the ADA of all eligible LEAs in the country, divided by the appropriation for this program, which is \$81.25 million. Iowa's portion is approximately \$245,000. (An estimate according to the USDE REAP Office on May 7, 2002.)

### **Consolidated Plan: GEPA and Equity**

- h.** <sup>6g</sup>The Iowa Department of Education staff working with consolidated grant programs will review all program data in a disaggregated fashion to ensure that sub-recipients are serving all students regardless of race, national origin, gender and disability. Where disparities arise, districts will be targeted for evaluation technical assistance visits, evaluation visits, or educational equity reviews. The data will also be reviewed to ensure that districts are taking affirmative steps to insure that students are integrated in attendance areas, classes, and activities on the basis of race, national origin (LEP), gender, and disability.
- i.** All consolidated program staff members will participate in the Department of Education's educational Equity Review Process to be integrated into the LEA school improvement visits conducted by the department. The objective of this review process is to ensure that subrecipients of both federal and state funding are implementing programs in an inclusive and non-discriminatory manner.

- j. Because of the growing diversity in our state, language interpreters will be used in conferences and workshops where appropriate and translators will be used to provide basic state program documents that target parents and the public into several primary languages.
- k. Affirmative steps will be taken to include Iowans with disabilities in all aspects of the Department's activities and programs.
- l. The Department will take steps to ensure that advisory committees or working task forces related to consolidated plan programs will reflect racial/ethnic diversity, gender balance and persons with disabilities in their membership.

As part of the consolidated application preparation a reminder of the General Education Provisions Act was distributed to all certified staff in the Division of Early Childhood, Elementary and Secondary Education. Each program included in this consolidated application has taken special precaution to be able to assure that the services made possible by that program are accessible without restriction by reason of gender, race, national origin, color, disability, or age.

#### Consolidated Administrative Funds

<sup>6-hr</sup>The Iowa Department of Education receives more than half of its operating funds from federal sources. The department will not consolidate administrative funds.

#### **Certification of Compliance with Unsafe School Choice Option Requirements.**

- a. The State of Iowa will provide a persistently dangerous school definition according to the timeline established below. It has been determined after review of the state code pertaining to public schools and the criminal code that state legislation is required to fully implement this option. The state department will provide a definition to the State Board for their discussion and action that could be used on a voluntary basis until the state legislature provides the statutory authority required. Because the State of Iowa has permitted open enrollment between public school districts at parental discretion since 1989, it is the determination of the state that no Iowa child is forced to attend a school that is detrimental to the child's learning due to a violent act.
- b. September 2002: Proposed voluntary implementation and Iowa definition of "persistently dangerous school" and "violent criminal offenses" presented to the State Board for their initial review and comment.  
November 2002: Legislative request prepared.  
January 2003 State Board adopts guidelines for definition and voluntary participation pending state legislative action  
June 2003 State Board requested to notice rules  
September 2003 Implementation of definition and mandatory data collection on the part of public school districts

#### **General and Cross-Cutting Assurances**

The Iowa Department of Education does assure, in accordance with Section 9304(a), which requires states to have on file with the Secretary of the U. S. Department of Education a single set of assurances, applicable to each program included in the consolidated application, which provides that

--

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities; and,
3. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law;
4. The Iowa Department of Education will adopt and use proper methods of administering each such program, including—
  - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and
  - c. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs;
5. The Iowa Department of Education will cooperate in carrying out any evaluation of each such program conducted by or for the secretary or other federal officials;
6. The Iowa Department of Education will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the State of Iowa under each such program;
7. The Iowa Department of Education will—
  - a. Make reports to the Secretary as may be necessary to enable the Secretary to perform the Secretary's duties under each such program; and
  - b. Maintain such records, provide such information to the Secretary, and afford such access to the records as the Secretary may find necessary to carry out the Secretary's duties; and
  - c. Before the plan or application was submitted to the Secretary, the Iowa Department of Education afforded a reasonable opportunity for public comment on the plan or application and considered such comment.

## **Assurances**

1. Title I, Part A – Improving Basic Programs Operated By LEAs  
Assurance that –
  - a. The State plan for the implementation of Title I, Part A was developed in consultation with LEAs, teachers, principals, pupil services personnel, administrators, other staff and parents and that the plan for Title I, Part A coordinates with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.
  - b. The SEA has a plan for assisting LEAs and schools to develop capacity to comply with program operation and for providing additional educational assistance to students needing help to achieve State standards, including:
    - i. the use of schoolwide programs;
    - ii. steps to ensure that both schoolwide program- and targeted assisted program schools have highly qualified staff (section 1111);
    - iii. ensuring that assessments results are used by LEAs, schools, and teachers to improve achievement (section 1111);
    - iv. use of curricula aligned with state standards (section 1111);

- v. provision of supplemental services, including a list of approved service providers and standards and techniques for monitoring the quality and effectiveness of services (section 1116);
- vi. choice and options (section 1116);
- vii. the state support system under section 1117; and
- viii. teacher and paraprofessional qualifications (section 1119).
- c. The State has a strategy for ensuring that children served by Title I, Part A will be taught the same knowledge and skills in other subjects and held to the same expectations as all children.
- d. The State will implement the accountability requirements of section 1116(f) regarding schools identified for improvement prior to the passage of NCLB.
- e. The State will implement the provisions of section 1116 regarding LEAs and schools in improvement and corrective action.
- f. The State will produce and disseminate an annual State Report Card in accordance with section 1111(h)(1) and will ensure that LEAs that receive Title I, Part A funds produce and disseminate annual local Report Cards in accordance with section 1111(h)(2).
- g. The SEA will ensure that LEAs will annually assess English skills for all limited-English proficient students.
- h. The SEA will coordinate with other agencies that provide services to children, youth and families to address factors that have significantly affected the achievement of students.
- i. The SEA will ensure that assessment results are promptly provided to LEAs, schools, and teachers.
- j. The State will participate in State academic assessments of 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics under NAEP if the Secretary pays the cost of administering such assessments, and will ensure that schools drawn for the NAEP sample will participate in all phases of these assessments, including having results published.
- k. The SEA, in consultation with the Governor, will produce a plan for carrying out the responsibilities of the State under sections 1116 and 1117, and the SEA's statewide system for technical assistance and support of LEAs.
- l. The SEA will assist LEAs in developing or identifying high-quality curricula aligned with State academic achievement standards and will disseminate such curricula to each LEA and local school within the State.
- m. The State will carry out the assurances specified in section 1111(c).

## **1. Title I, Part B – Even Start Family Literacy**

Assurance that –

- a. The SEA will meet its indicators of program quality developed in section 1240.
- b. The SEA will help each project under this part to fully implement the program elements described in section 1235, including the monitoring of the projects' compliance with staff qualification requirements and usage of instructional programs based on scientifically based reading research for children and adults.
- c. The SEA collaborated with early childhood specialists, adult education specialists, and others at the State and local level with interests in family literacy in the development and implementation of this plan.

## **2. Title I, Part C – Education of Migrant Children**

Assurance that –

In addition to meeting the seven program assurances in Section 1304(c), the SEA will ensure that –

- a. Special educational needs of migratory children, including preschool migratory children, are identified and addressed through – (a) the full range of services that are available for

migratory children from appropriate local, State, and Federal educational programs; (b) joint planning among local, State, and Federal educational programs serving migrant children, including language instruction educational programs under part A or B of title III; and (c) the integration of services available under this part with services provided by those other programs, a (d) measurable program goals and outcomes.

- b. State and its local operating agencies will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan as specified in section 1306 (a).
- c. State will provide for educational continuity through the timely transfer of pertinent school records in a manner consistent with procedures the Secretary may require.

#### **4. Title I, Part D – Children and Youth Who Are Neglected, Delinquent or At-Risk**

Assurance that the SEA –

- a. Will ensure that programs will be carried out in accordance with the State plan.
- b. Will carry out the evaluation requirements of section 1431.
- c. Has collaborated with parents, correctional facilities, local education agencies, public and private business and other state and federal technical and vocational programs in developing and implementing its plan to meet the educational needs of neglected, delinquent, and at-risk children and youth.
- d. Conducts a process to award Subpart 2 subgrants, to programs operated by local education agencies and correctional facilities.
- e. Will integrate programs and services for neglected, delinquent, and at-risk children and youth with other programs under this Act or other Acts.

#### **5. Title I, Part F – Comprehensive School Reform**

Assurance that the SEA will --

- a. Fulfill all requirements relating to the competitive subgranting of program funds.
- b. Awards subgrants of not less than \$50,000 and of sufficient size and scope to support the initial costs of the program.
- c. Award subgrants renewable for 2 additional one year periods if the school is making substantial progress.
- d. Consider the equitable distribution of subgrants to different geographic regions in the State, including urban and rural areas and to schools serving elementary and secondary students.
- e. Reserve not more than five (5) percent of grant funds for administrative, evaluation, and technical assistance expenses.
- f. Use funds to supplement, and not supplant, any other funds that would otherwise be available to carry out these activities.
- g. Report subgrant information, including names of LEAs and schools, amount of award, and description of award.
- h. Provide a copy of the State's annual program evaluation.

#### **6. Title II, Part A – Teacher and Principal Training and Recruiting Fund**

Assurance that –

- a. The SEA will take steps to ensure compliance with the requirements for “professional development” as the term is defined in section 9101(34).
- b. All funded activities will be developed collaboratively and based on the input of teachers, principals, administrators, paraprofessionals, and other school personnel.

- c. The SEA will implement the provisions for technical assistance and accountability in section 2141 with regard to any LEA that has failed to make adequate yearly progress for two or more consecutive years.

## **7. Title II, Part D – Enhanced Education Through Technology**

Assurance that the SEA --

- a. Will ensure that each subgrant awarded under section 2412 (a)(2)(B) is of sufficient size and duration, and that the program funded by the subgrant is of sufficient scope and quality, to carry out the purposes of this part effectively.
- b. Has in place a State Plan for Educational Technology that meets all of the provisions of section 2413 of ESEA.

## **8. Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement**

Assurance that --

- a. Subgrantees will be required to use their subgrants to build their capacity to continue to provide high-quality language instruction educational programs for LEP students once the subgrants are no longer available.
- b. The State will consult with LEAs, education-related community groups and non-profit organizations, parents, teachers, school administrators, and researchers in developing annual measurable student achievement objectives for subgrantees.
- c. Each subgrantee will include in its plan a certification that all teachers in a Title III language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction.
- d. In awarding subgrants to eligible entities that have experienced a recent significant increase in the percentage or number of immigrant students, the State will equally consider eligible entities that have limited or no experience in serving immigrant children and youth, and consider the quality of each local plan.
- e. Subgrants will be of sufficient size and scope to support high-quality programs.
- f. Subgrantees will be required to provide for an annual reading or language arts assessment in English of all children who have been in the United States for three or more consecutive years.
- g. Subgrantees will be required to assess annually the English proficiency of all LEP children.
- h. A subgrantee plan will not be in violation of any State law, including State constitutional law, regarding the education of LEP children.
- i. Subgrantee evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.
- j. Subgrantee evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children no longer participate in a Title III language instruction educational program.
- k. A subgrantee that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the subgrantee meets those objectives.
- l. Subgrantees will be required to provide the following information to parents of LEP children selected for participation in a language instruction educational program:
  - 1) How the program will meet the educational needs of their children;
  - 2) Their options to decline to enroll their children in that program or to choose another program, if available;

- 3) If applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children.
- m. In awarding subgrants, the State will address the needs of school systems of all sizes and in all geographic areas within the State, including school systems with urban and rural schools.

## **9. Title IV, Part A – Safe and Drug-Free Schools and Communities**

Assurance that --

- a. The State has developed a comprehensive plan for the use of funds by the State educational agency and the chief executive officer of the State to provide safe, orderly, and drug-free schools and communities through programs and activities that complement and support activities of local educational agencies under section 4115(b), that comply with the principles of effectiveness under section 4115(a), and that otherwise are in accordance with the purpose of this part.
- b. Activities funded under this program will foster a safe and drug-free learning environment that supports academic achievement.
- c. The application was developed in consultation and coordination with appropriate State officials and others, including the chief executive officer, the chief State school officer, the head of the State alcohol and drug abuse agency, the heads of the State health and mental health agencies, the head of the State child welfare agency, the head of the State board of education, or their designees, and representatives of parents, students, and community-based organizations.
- d. Funds reserved under section 4112(a) will not duplicate the efforts of the State education agency and local educational agencies with regard to the provisions of school-based drug and violence prevention activities and that those funds will be used to serve populations not normally served by the State educational agencies and local educational agencies and populations that need special services, such as school dropouts, suspended and expelled students, youth in detention centers, runaway or homeless children and youth, and pregnant and parenting youth.
- e. The State will cooperate with, and assist, the Secretary in conducting data collection as required by section 4122.
- f. LEAs in the State will comply with the provisions of section 9501 pertaining to the participation of private school children and teachers in the programs and activities under this program.
- g. Funds under this program will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this program, and in no case supplant such State, local, and other non-Federal funds.
- h. A needs assessment was conducted by the State for drug and violence prevention programs, which shall be based on ongoing State evaluation activities, including data on the incidence and prevalence of illegal drug use and violence among youth in schools and communities, including the age of onset, the perception of health risks, and the perception of social disapproval among such youth, the prevalence of protective factors, buffers, or assets and other variables in the school and community identified through scientifically based research.
- i. The State will develop and implement procedures for assessing and publicly reporting progress toward meeting the performance measures.
- j. The State application will be available for public review after submission of the application.
- k. Special outreach activities will be carried out by the SEA and the chief executive officer of the State to maximize the participation of community-based organizations of demonstrated effectiveness that provide services such as mentoring programs in low-income communities.

- l. Funds will be used by the SEA and the chief executive officer of the State to support, develop, and implement community-wide comprehensive drug and violence prevention planning and organizing activities.
- m. The State will develop a process for review of applications from local educational agencies that includes receiving input from parents.

#### **10. Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers**

Assure that the SEA will –

- a. Write the State application in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations.
- b. Award subgrants of not less than three years and not more than five years that are of not less than \$50,000 and of sufficient size and scope to support high quality, effective programs.
- c. Fund entities that propose to serve students who primarily attend schools eligible for schoolwide programs under section 1114 or schools that serve a high percentage of students from low-income families, and the families of such students.
- d. Require local applicants to submit a plan describing how community learning centers to be funded through this grant will continue after the grant period.
- e. Require local applicants to describe in their applications how the transportation needs of participating students will be addressed.

#### **11. Title V, Part A – Innovative Programs**

Assure that --

- a. The State has set forth the allocation of funds required to implement section 5142 (participation of children enrolled in private schools).
- b. The State has made provision for timely public notice and public dissemination of the information concerning allocations of funds required to implement provisions for assistance to students attending private schools.
- c. Apart from providing technical and advisory assistance and monitoring compliance with this part, the SEA has not exercised, and will not exercise, any influence in the decision making processes of LEAs as to the expenditure made pursuant to the LEAs' application for program funds submitted under section 5133.

#### Transferability

The State of Iowa hereby designates March 1, 2003 as a possible date of transfer of funds from Title II, Part A, Quality Teaching, Title II, Part D, Innovative Technology, Title IV, Part A, drug free school programs out of the Governor's office, and Title V, Charter Schools, Assessment, school improvement. This declaration is made with the understanding that not more than 50% of non-administrative funds may be transferred, that no transfers may be made from Title I. It is further understood that the State of Iowa must notify the USED no later than January 29, 2003 of the specific intention to transfer and that resulting alterations in this consolidated application will need to be reported no later than March 31, 2003.

APPENDIX A  
IOWA CODE  
Applicable to P.L. 107 - 334

**256.7 Duties of state board.**

Except for the college student aid commission and the public broadcasting board and division, the state board shall:

1. Adopt and establish policy for programs and services of the department pursuant to law.
2. Constitute the state board for vocational education under chapter 258.
3. Prescribe standards and procedures for the approval of practitioner preparation programs and professional development programs, offered by practitioner preparation institutions and area education agencies, in this state. Procedures provided for approval of programs shall include procedures for enforcement of the prescribed standards and shall not include a procedure for the waiving of any of the standards prescribed.
4. Adopt, and update annually, a five-year plan for the achievement of educational goals in Iowa.
5. Adopt rules under chapter 17A for carrying out the responsibilities of the department.
6. Hear appeals of persons aggrieved by decisions of boards of directors of school corporations under chapter 290 and other appeals prescribed by law. The state board may review the record and shall review the decision of the director of the department of education or the administrative law judge designated for any appeals heard and decided by the director under chapter 290, and may affirm, modify, or vacate the decision, or may direct a rehearing before the director.
7. Adopt rules under chapter 17A for the use of telecommunications as an instructional tool for students enrolled in kindergarten through grade twelve and served by local school districts, accredited or approved nonpublic schools, area education agencies, community colleges, institutions of higher education under the state board of regents, and independent colleges and universities in elementary and secondary school classes and courses. The rules shall include but need not be limited to rules relating to programs, educational policy, instructional practices, staff development, use of pilot projects, curriculum monitoring, and the accessibility of licensed teachers.

When curriculum is provided by means of telecommunications, it shall be taught by an appropriately licensed teacher. The teacher shall either be present in the classroom, or be present at the location at which the curriculum delivered by means of telecommunications originates.

The rules shall provide that when the curriculum is taught by an appropriately licensed teacher at the location at which the telecommunications originates, the curriculum received at a remote site shall be under the supervision of a licensed teacher. The licensed teacher at the originating site may provide supervision of students at a remote site or the school district in which the remote site is located may provide for supervision at the remote site if the school district deems it necessary or if requested to do so by the licensed teacher at the originating site. For the purposes of this subsection, "*supervision*" means that the curriculum is monitored by a licensed teacher and the teacher is accessible to the students receiving the curriculum by means of telecommunications.

The state board shall establish an advisory committee to make recommendations for rules required under this subsection on the use of telecommunications as an instructional tool. The committee shall be composed of representatives from community colleges, area education agencies, accredited or approved nonpublic schools, and local school districts from various enrollment categories. The representatives shall include board members, school administrators, teachers, parents, students, and associations interested in education.

For the purpose of the rules adopted by the state board, telecommunications means narrowcast communications through systems that are directed toward a narrowly defined audience and includes interactive live communications.

8. Rules adopted under this section shall provide that telecommunications shall not be used by school districts as the exclusive means to provide any course which is required by the minimum educational standards for accreditation.
9. Develop evaluation procedures that will measure the effects of instruction by means of telecommunications on student achievement, socialization, intellectual growth, motivation, and other related factors deemed relevant by the state board, for the development of an educational data base. The state board shall consult with the state board of regents and the practitioner preparation departments at its institutions, other practitioner preparation departments located within private colleges and universities, educational research agencies or facilities, and other agencies deemed appropriate by the state board, in developing these procedures.
10. Adopt rules pursuant to chapter 17A relating to educational programs and budget limitations for educational programs pursuant to sections 282.28, 282.29, 282.30, and 282.31.
11. Prescribe guidelines for facility standards, maximum class sizes, and maximum in classroom pupil-teacher and teacher-aide ratios for grades kindergarten through three and before and after school and summer child care programs provided under the direction of the school district. The department also shall indicate modifications to such guidelines necessary to address the needs of at-risk children.
12. Elect to a two-year term, from its members in each even-numbered year, a president of the state board, who shall serve until a successor is elected and qualified.
13. Adopt rules and a procedure for accrediting all apprenticeship programs in the state which receive state or federal funding. In developing the rules, the state board shall consult with schools and labor or trade organizations affected by or currently operating apprenticeship or training programs. Rules adopted shall be the same or similar to criteria established for the operation of apprenticeship programs at community colleges.
14. Adopt rules which require each community college which establishes a new jobs training project or projects and receives funds derived from or associated with the project or projects to establish a separate account to act as a repository for any funds received and to report annually, by January 15, to the general assembly on funds received and disbursed during the preceding fiscal year in the form required by the department.
15. If funds are appropriated by the general assembly for the program, adopt rules for the administration of the teacher exchange program, including, but not limited to, rules for application to participate in the program, rules relating to the number of times that a

given applicant may participate in the program, and rules describing reimbursable expenses and establishing honoraria for teacher participants.

16. Adopt rules that set standards for approval of family support preservice and in-service training programs, offered by area education agencies and practitioner preparation institutions, and family support programs offered by or through local school districts.

17. Receive and review the budget and unified plan of service submitted by the division of libraries and information services.

18. Adopt rules that include children who retain some sight but who have a medically diagnosed expectation of visual deterioration within the definition of children requiring special education pursuant to section 256B.2, subsection 1. Rules adopted pursuant to this subsection shall provide for or include, but are not limited to, the following:

a. A presumption that proficiency in braille reading and writing is essential for satisfactory educational progress for a visually impaired student who is not able to communicate in print with the same level of proficiency as a student of otherwise comparable ability at the same grade level. This presumption includes a student as defined in paragraph "b". A student for whom braille services are appropriate, as defined in this subsection, is entitled to instruction in braille reading and writing that is sufficient to enable the pupil to communicate with the same level of proficiency as a pupil of otherwise comparable ability at the same grade level.

b. A pupil who retains some sight but who has a medically diagnosed expectation of visual deterioration in adolescence or early adulthood may qualify for instruction in braille reading and writing.

c. Instruction in braille reading and writing may be used in combination with other special education services appropriate to a pupil's educational needs.

d. The annual review of a pupil's individual education plan shall include discussion of instruction in braille reading and writing and a written explanation of the reasons why the pupil is using a given reading and writing medium or media. If the reasons have not changed since the previous year, the written explanation for the current year may refer to the fuller explanation from the previous year.

e. A pupil as defined in paragraph "b" whose primary learning medium is expected to change may begin instruction in the new medium before it is the only medium the pupil can effectively use.

f. A pupil who receives instruction in braille reading and writing pursuant to this subsection shall be taught by a teacher licensed to teach students with visual impairments.

19. Define the minimum school day as a day consisting of five and one-half hours of instructional time for grades one through twelve. The minimum hours shall be exclusive of the lunch period, but may include passing time between classes. Time spent on parent-teacher conferences shall be considered instructional time. A school or school district may record a day of school with less than the minimum instructional hours as a minimum school day if any of the following apply:

a. If emergency health or safety factors require the late arrival or early dismissal of students on a specific day.

b. If the total hours of instructional school time for grades one through twelve for any five consecutive school days equal a minimum of twenty-seven and one-half hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the professional instructional staff or because parent-teacher conferences have been scheduled beyond the regular school day. Furthermore, if the total hours of instructional time for the first four consecutive days equal at least twenty-seven and one-half hours because parent-teacher conferences have been scheduled beyond the regular school day, a school or school district may record zero hours of instructional time on the fifth consecutive school day as a minimum school day.

20. Adopt rules that require the board of directors of a school district to waive school fees for indigent families.

21. Develop and adopt rules by July 1, 1999, incorporating accountability for student achievement into the standards and accreditation process described in section 256.11. The rules shall provide for all of the following:

a. Requirements that all school districts and accredited nonpublic schools develop, implement, and file with the department a comprehensive school improvement plan that includes, but is not limited to, demonstrated school, parental, and community involvement in assessing educational needs, establishing local education standards and student achievement levels, and, as applicable, the consolidation of federal and state planning, goal-setting, and reporting requirements.

b. A set of core academic indicators in mathematics and reading in grades four, eight, and eleven, a set of core academic indicators in science in grades eight and eleven, and another set of core indicators that includes, but is not limited to, graduation rate, postsecondary education, and successful employment in Iowa. Annually, the department shall report state data for each indicator in the condition of education report.

c. A requirement that all school districts and accredited nonpublic schools annually report to the department and the local community the district-wide progress made in attaining student achievement goals on the academic and other core indicators and the district-wide progress made in attaining locally established student learning goals. The school districts and accredited nonpublic schools shall demonstrate the use of multiple assessment measures in determining student achievement levels. The school districts and accredited nonpublic schools may report on other locally determined factors influencing student achievement. The school districts and accredited nonpublic schools shall also report to the local community their results by individual attendance center.

22. Adopt rules and a procedure for the approval of para-educator preparation programs offered by a public school district, area education agency, community college, institution of higher education under the state board of regents, or an accredited private institution as defined in section 261.9, subsection 1. The programs shall train and recommend individuals for para-educator certification under section 272.12.

23. Adopt rules directing the community colleges to annually and uniformly submit data from the most recent fiscal year to the division of community colleges and workforce preparation, using criteria determined and prescribed by the division via the management information system. Financial data submitted to the division by a community college shall be broken down by fund. Community colleges shall provide data to the division by a deadline set by the division. The deadline shall be set for a date that permits the division to include the data in a report submitted for state board approval and for review by December 15 of each year by the house and senate standing education committees and the joint subcommittee on education appropriations.

24. Adopt rules on or before January 1, 2001, to require school districts and accredited nonpublic schools to adopt local policies relating to health services, media services programs, and guidance programs, as part of the general accreditation standards applicable to school districts pursuant to section 256.11. This subsection shall be applicable strictly for reporting purposes and shall not be interpreted to require school districts and accredited nonpublic schools to provide or offer health services, media services programs, or guidance programs.

### 256.11 Educational standards.

The state board shall adopt rules under chapter 17A and a procedure for accrediting all public and nonpublic schools in Iowa offering instruction at any or all levels from the prekindergarten level through grade twelve. The rules of the state board shall require that a multicultural, gender fair approach is used by schools and school districts. The educational program shall be taught from a multicultural, gender fair approach. Global perspectives shall be incorporated into all levels of the educational program.

The rules adopted by the state board pursuant to section 256.17, Code Supplement 1987, to establish new standards shall satisfy the requirements of this section to adopt rules to implement the educational program contained in this section.

The educational program shall be as follows:

1. If a school offers a prekindergarten program, the program shall be designed to help children to work and play with others, to express themselves, to learn to use and manage their bodies, and to extend their interests and understanding of the world about them. The prekindergarten program shall relate the role of the family to the child's developing sense of self and perception of others. Planning and carrying out prekindergarten activities designed to encourage cooperative efforts between home and school shall focus on community resources. Except as otherwise provided in this subsection, a prekindergarten teacher shall hold a license certifying that the holder is qualified to teach in prekindergarten. A nonpublic school which offers only a prekindergarten may, but is not required to, seek and obtain accreditation.

If the board of directors of a school district contracts for the operation of a prekindergarten program, the program shall be under the oversight of an appropriately licensed teacher. If the program contracted with was in existence on July 1, 1989, oversight of the program shall be provided by the district. If the program contracted with was not in existence on July 1, 1989, the director of the program shall be a licensed teacher and the director shall provide program oversight. Any director of a program contracted with by a school district under this section who is not a licensed teacher is required to register with the department of education.

2. The kindergarten program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development. A kindergarten teacher shall be licensed to teach in kindergarten. An accredited nonpublic school must meet the requirements of this subsection only if the nonpublic school offers a kindergarten program.

3. The following areas shall be taught in grades one through six: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art. The health curriculum shall include the characteristics of communicable diseases including acquired immune deficiency syndrome. The state board as part of accreditation standards shall adopt curriculum definitions for implementing the elementary program.

4. The following shall be taught in grades seven and eight: English-language arts; social studies; mathematics; science; health; human growth and development, family, consumer, career, and technology education; physical education; music; and visual art. The health curriculum shall include the characteristics of sexually transmitted diseases and acquired immune deficiency syndrome. The state board as part of accreditation standards shall adopt curriculum definitions for implementing the program in grades seven and eight. However, this subsection shall not apply to the teaching of family, consumer, career, and technology education in nonpublic schools.

5. In grades nine through twelve, a unit of credit consists of a course or equivalent related components or partial units taught throughout the academic year. The minimum program to be offered and taught for grades nine through twelve is:

a. Five units of science including physics and chemistry; the units of physics and chemistry may be taught in alternate years.

b. Five units of the social studies including instruction in voting statutes and procedures, voter registration requirements, the use of paper ballots and voting machines in the election process, and the method of acquiring and casting an absentee ballot. All students shall complete a minimum of one-half unit of United States government and one unit of United States history. The one-half unit of United States government shall include the voting procedure as described in this lettered paragraph and section 280.9A. The government instruction shall also include a study of the Constitution of the United States and the Bill of Rights contained in the Constitution and an assessment of a student's knowledge of the Constitution and the Bill of Rights.

The county auditor, upon request and at a site chosen by the county auditor, shall make available to schools within the county voting machines or sample ballots that are generally used within the county, at times when these machines or sample ballots are not in use for their recognized purpose.

c. Six units of English-language arts.

d. Four units of a sequential program in mathematics.

e. Two additional units of mathematics.

f. Four sequential units of one foreign language other than American sign language. Provision of instruction in American sign language shall be in addition to and not in lieu of provision of instruction in other foreign languages. The department may waive the third and fourth years of the foreign language requirement on an annual basis upon the request of the board of directors of a school district or the authorities in charge of a nonpublic school if the board or authorities are able to prove that a licensed teacher was employed and assigned a schedule that would have allowed students to enroll in a foreign language class, the foreign language class was properly scheduled, students were aware that a foreign language class was scheduled, and no students enrolled in the class.

g. All students physically able shall be required to participate in physical education activities during each semester they are enrolled in school except as otherwise provided in this paragraph. A minimum of one-eighth unit each semester is required. A twelfth grade student who meets the requirements of this paragraph may be excused from the physical education requirement by the principal of the school in which the student is enrolled if the parent or guardian of the student requests in writing that the student be excused from the physical education requirement. A student who wishes to be excused from the physical education requirement must be seeking to be excused in order to enroll in academic courses not otherwise available to the student, or be enrolled or participating in one of the following:

(1) A cooperative or work-study program or other educational program authorized by the school which requires the student to leave the school premises for specified periods of time during the school day.

(2) An organized and supervised athletic program which requires at least as much participation per week as one-eighth unit of physical education.

Students in grades nine through eleven may be excused from the physical education requirement in order to enroll in academic courses not otherwise available to the student if the board of directors of the school district in which the school is located, or the

authorities in charge of the school, if the school is a nonpublic school, determine that students from the school may be permitted to be excused from the physical education requirement. A student may be excused by the principal of the school in which the student is enrolled, in consultation with the student's counselor, for up to one semester, trimester, or the equivalent of a semester or trimester, per year if the parent or guardian of the student requests in writing that the student be excused from the physical education requirement. The student seeking to be excused from the physical education requirement must, at some time during the period for which the excuse is sought, be a participant in an organized and supervised athletic program which requires at least as much time of participation per week as one-eighth unit of physical education.

The principal of the school shall inform the superintendent of the school district or nonpublic school that the student has been excused. Physical education activities shall emphasize leisure time activities which will benefit the student outside the school environment and after graduation from high school.

*h.* A minimum of three sequential units in at least four of the following six vocational service areas: agriculture, business or office occupations, health occupations, family and consumer sciences or home economics occupations, industrial technology or trade and industrial education, and marketing education. Instruction shall be competency-based, articulated with postsecondary programs of study, and include field, laboratory, or on-the-job training. Each sequential unit shall include instruction in a minimum set of competencies established by the department of education that relate to the following: new and emerging technologies; job-seeking, job-adaptability, and other employment, self-employment and entrepreneurial skills that reflect current industry standards and labor-market needs; and reinforcement of basic academic skills. The instructional programs shall also comply with the provisions of chapter 258 relating to vocational education. However, this paragraph does not apply to the teaching of vocational education in nonpublic schools.

The department of education shall permit school districts, in meeting the requirements of this section, to use vocational core courses in more than one vocational service area and to use multi-occupational courses to complete a sequence in more than one vocational service area.

*i.* Three units in the fine arts which shall include at least two of the following: dance, music, theatre, and visual art.

*j.* One unit of health education which shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and nonuse; emotional and social health; health resources; and prevention and control of disease, including sexually transmitted diseases and acquired immune deficiency syndrome. The state board as part of accreditation standards shall adopt curriculum standards for implementing the program in grades nine through twelve.

6. A pupil is not required to enroll in either physical education or health courses if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with the pupil's religious belief.

7. Programs that meet the needs of each of the following:

*a.* Pupils requiring special education.

*b.* Gifted and talented pupils.

*c.* At-risk students.

8. Upon request of the board of directors of a public school district or the authorities in charge of a nonpublic school, the director may, for a number of years to be specified by the director, grant the district board or the authorities in charge of the nonpublic school exemption from one or more of the requirements of the educational program specified in subsection 5. The exemption may be renewed. Exemptions shall be granted only if the director deems that the request made is an essential part of a planned innovative curriculum project which the director determines will adequately meet the educational needs and interests of the pupils and be broadly consistent with the intent of the educational program as defined in subsection 5.

The request for exemption shall include all of the following:

*a.* Rationale of the project to include supportive research evidence.

*b.* Objectives of the project.

*c.* Provisions for administration and conduct of the project, including the use of personnel, facilities, time, techniques, and activities.

*d.* Plans for evaluation of the project by testing and observational measures of pupil progress in reaching the objectives.

*e.* Plans for revisions of the project based on evaluation measures.

*f.* Plans for periodic reports to the department.

*g.* The estimated cost of the project.

9. Reserved.

9A. Reserved.

10. The state board shall establish an accreditation process for school districts and nonpublic schools seeking accreditation pursuant to this subsection and subsections 11 and 12. By July 1, 1989, all school districts shall meet standards for accreditation. For the school year commencing July 1, 1989, and school years thereafter, the department of education shall use a two-phase process for the continued accreditation of schools and school districts.

Phase I shall consist of annual monitoring by the department of education of all accredited schools and school districts for compliance with accreditation standards adopted by the state board of education as provided in this section. The phase I monitoring requires that accredited schools and school districts annually complete accreditation compliance forms adopted by the state board and file them with the department of education. Phase I monitoring requires a comprehensive desk audit of all accredited schools and school districts including review of accreditation compliance forms, accreditation visit reports, methods of administration reports, and reports submitted in compliance with section 256.7, subsection 21, paragraph "a", and section 280.12.

The department shall conduct site visits to schools and school districts to address accreditation issues identified in the desk audit.

Such a visit may be conducted by an individual departmental consultant or may be a comprehensive site visit by a team of departmental consultants and other educational professionals. The purpose of a comprehensive site visit is to determine that a district is in compliance with minimum standards and to provide a general assessment of educational practices in a school or school district and make recommendations with regard to the visit findings for the purposes of improving educational practices above the level of minimum compliance. The department shall establish a long-term schedule of site visits that includes visits of all accredited schools and school districts at least once every five years.

Phase II requires the use of an accreditation committee, appointed by the director of the department of education, to conduct an on-site visit to an accredited school or school district if any of the following conditions exist:

- a. When either the annual monitoring or the biennial on-site visit of phase I indicates that a school or school district is deficient and fails to be in compliance with accreditation standards.
- b. In response to a petition filed with the director requesting such a committee visitation that is signed by eligible electors residing in the school district equal in number to at least twenty percent of the registered voters of the school district.
- c. In response to a petition filed with the director requesting such a committee visitation that is signed by twenty percent or more of the parents or guardians who have children enrolled in the school or school district.
- d. At the direction of the state board of education.

The number and composition of the membership of an accreditation committee shall be determined by the director and may vary due to the specific nature or reason for the visit. In all situations, however, the chairperson and a majority of the committee membership shall be from the instructional and administrative program specialty staff of the department of education. Other members may include instructional and administrative staff from school districts, area education agencies, institutions of higher education, local board members and the general public. An accreditation committee visit to a nonpublic school requires membership on the committee from nonpublic school instructional or administrative staff or board members. A member of a committee shall not have a direct interest in the nonpublic school or school district being visited.

Rules adopted by the state board may include provisions for coordination of the accreditation process under this section with activities of accreditation associations.

Prior to a visit to a school district or nonpublic school, members of the accreditation committee shall have access to all annual accreditation report information filed with the department by that nonpublic school or school district.

After visiting the school district or nonpublic school, the accreditation committee shall determine whether the accreditation standards have been met and shall make a report to the director, together with a recommendation whether the school district or nonpublic school shall remain accredited. The accreditation committee shall report strengths and weaknesses, if any, for each standard and shall advise the school or school district of available resources and technical assistance to further enhance strengths and improve areas of weakness. A school district or nonpublic school shall be provided with the opportunity to respond to the accreditation committee's report.

11. The director shall review the accreditation committee's report, and the response of the school district or nonpublic school, and provide a report and recommendation to the state board along with copies of the accreditation committee's report, the response to the report, and other pertinent information. The state board shall determine whether the school district or nonpublic school shall remain accredited. If the state board determines that a school district or nonpublic school should not remain accredited, the director, in cooperation with the board of directors of the school district, or authorities in charge of the nonpublic school, shall establish a plan prescribing the procedures that must be taken to correct deficiencies in meeting the standards, and shall establish a deadline date for completion of the procedures. The plan is subject to approval of the state board.

12. During the period of time specified in the plan for its implementation by a school district or nonpublic school, the school district or school remains accredited. The accreditation committee shall revisit the school district or nonpublic school and shall determine whether the deficiencies in the standards have been corrected and shall make a report and recommendation to the director and the state board. The committee recommendation shall specify whether the school district or school shall remain accredited or under what conditions the district may remain accredited. The conditions may include, but are not limited to, providing temporary oversight authority, operational authority, or both oversight and operational authority to the director and the state board for some or all aspects of the school district operation, in order to bring the school district into compliance with minimum standards. The state board shall review the report and recommendation, may request additional information, and shall determine whether the deficiencies have been corrected. If the deficiencies have not been corrected, and the conditional accreditation alternatives contained in the report are not mutually acceptable to the local board and the state board, the state board shall merge the territory of the school district with one or more contiguous school districts at the end of the school year. Division of assets and liabilities of the school district shall be as provided in sections 275.29 through 275.31. Until the merger is completed, and subject to a decision by the state board of education, the school district shall pay tuition for its resident students to an accredited school district under section 282.24. However, in lieu of merger and payment of tuition by a nonaccredited school district, the state board may place a district under receivership for the remainder of the school year. The receivership shall be under the direct supervision and authority of the director. The decision of whether to merge the school district and require payment of tuition for the district's students or to place the district under receivership shall be based upon a determination by the state board of the best interests of the students, parents, residents of the community, teachers, administrators, and board members of the district and the recommendations of the accreditation committee and the director. If the state board declares a nonpublic school to be nonaccredited, the removal of accreditation shall take effect on the date established by the resolution of the state board, which shall be no later than the end of the school year in which the nonpublic school is declared to be nonaccredited.

13. Notwithstanding subsections 1 through 12 and as an exception to their requirements, a private high school or private combined junior-senior high school operated for the express purpose of teaching a program designed to qualify its graduates for matriculation at accredited four-year or equivalent liberal arts, scientific, or technological colleges or universities shall be placed on a special accredited list of college preparatory schools, which list shall signify accreditation of the school for that express purpose only, if:

a. The school complies with minimum standards established by the Code other than this section, and rules adopted under the Code, applicable to:

- (1) Courses comprising the limited program.
- (2) Health requirements for personnel.
- (3) Plant facilities.
- (4) Other environmental factors affecting the programs.

b. At least eighty percent of those graduating from the school within the four most recent calendar years, other than those graduating who are aliens, graduates entering military or alternative civilian service, or graduates deceased or incapacitated before college acceptance, have been accepted by accredited four-year or equivalent liberal arts, scientific, or technological colleges or universities.

c. A school claiming to be a private college preparatory school which fails to comply with the requirement of paragraph "b" of this subsection shall be placed on the special accredited list of college preparatory schools probationally if the school complies with the requirements of paragraph "a" of this subsection, but a probational accreditation shall not continue for more than four successive years.

14. Notwithstanding subsections 1 through 13 and as an exception to their requirements, a nonpublic grade school which is reopening is accredited even if it does not have a complete grade one through grade six program. However, the nonpublic grade school must comply with other minimum standards established by law and administrative rules adopted pursuant to the law and the nonpublic grade school must show progress toward reaching a grade one through grade six program.

**Section History: Recent form**

86 Acts, ch 1245, § 1411; 87 Acts, ch 224, § 26; 87 Acts, ch 233, § 451; 88 Acts, ch 1018, §1, 2; 88 Acts, ch 1262, §1, 2; 89 Acts, ch 210, § 4, 5; 89 Acts, ch 265, § 23-26; 89 Acts, ch 278, §1, 2; 89 Acts, ch 319, § 39, 40; 90 Acts, ch 1272, §32, 39, 40; 91 Acts, ch 104, §1; 91 Acts, ch 193, §1; 92 Acts, ch 1088, §1; 92 Acts, ch 1127, §1, 2; 92 Acts, ch 1159, §2; 92 Acts, ch 1163, § 58; 93 Acts, ch 127, § 1, 2; 94 Acts, ch 1091, §13; 94 Acts, ch 1152, §1; 2001 Acts, ch 56, §11; 2001 Acts, ch 159, §1-3

**Internal References**

Referred to in § 161A.7, 237.1, 237A.1, 256.7, 256.9, 256.10A, 258.4, 258.16, 273.2, 279.50, 280.3, 282.18, 285.16, 299.2, 299.24, 301.29, 331.502, 422.12, 455E.8, 622.10, 714.19

**Footnotes**

Vocational agriculture education; § 280.20

APPENDIX B  
IOWA ADMINISTRATIVE CODE  
Chapter 12

PREAMBLE

The goal for the early childhood through twelfth grade educational system in Iowa is to improve the learning, achievement, and performance of all students so they become successful members of a community and workforce. It is expected that each school and school district shall continue to improve its educational system so that more students will increase their learning, achievement, and performance.

Accreditation focuses on an ongoing school improvement process for schools and school districts. However, general accreditation standards are the minimum requirements that must be met by an Iowa public school district to be accredited. A public school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school must meet the general accreditation standards if it wishes to be designated as accredited for operation in Iowa.

General accreditation standards are intended to fulfill the state's responsibility for making available an appropriate educational program that has high expectations for all students in Iowa. The accreditation standards ensure that each child has access to an educational program that meets the needs and abilities of the child regardless of race, color, national origin, gender, disability, religion, creed, marital status, geographic location, or socioeconomic background. With local community input, school districts and accredited nonpublic schools shall incorporate accountability for student achievement into comprehensive school improvement plans designed to increase the learning, achievement, and performance of all students. As applicable, and to the extent possible, comprehensive school improvement plans shall consolidate federal and state program goal setting, planning, and reporting requirements. Provisions for multicultural and gender fair education, technology integration, global education, gifted and talented students, at-risk students, students with disabilities, and the professional development of all staff shall be incorporated, as applicable, into the comprehensive school improvement plan. See subrules 12.5(8) to 12.5(13), 12.7(1), and 12.8(1).

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**12.3(4)** *Student records.* Each board shall require its administrative staff to establish and maintain a system of student records. This system shall include for each student a permanent office record and a cumulative record.

The permanent office record shall serve as a historical record of official information concerning the student's education. At a minimum, the permanent office record should contain evidence of attendance and educational progress, serve as an official transcript, contain other data for use in planning to meet student needs, and provide data for official school and school district reports. This record is to be permanently maintained and stored in a fire-resistant safe or vault or can be maintained and stored electronically with a secure back-up file.

The cumulative record shall provide a continuous and current record of significant information on progress and growth. It should reflect information such as courses taken, scholastic progress, school attendance, physical and health record, experiences, interests, aptitudes, attitudes, abilities, honors, extracurricular activities, part-time employment, and future plans. It is the "working record" used by the instructional professional staff in understanding the student. At the request of a receiving school or school district, a copy of the cumulative record shall be sent to officials of that school when a student transfers. For the sole purpose of implementing an interagency agreement with state and local agencies in accordance with Iowa Code section 280.25, a student's permanent record may include information contained in the cumulative record as defined above.

The board shall adopt a policy concerning the accessibility and confidentiality of student records that complies with the provisions of the federal Family Educational Rights and Privacy Act of 1974 and Iowa Code chapter 22.

**12.3(5) Requirements for graduation.** Each board providing a program through grade 12 shall adopt a policy establishing the requirements students must meet for high school graduation. This policy shall make provision for early graduation and shall be consistent with these requirements and Iowa Code section 280.14.

**12.3(6) Student responsibility and discipline.** The board shall adopt student responsibility and discipline policies as required by Iowa Code section 279.8. The board shall involve parents, students, instructional and noninstructional professional staff, and community members in the development and revision of those policies where practicable or unless specific policy is mandated by legislation. The policies shall relate to the educational purposes of the school or school district. The policies shall include, but are not limited to, the following: attendance; use of tobacco; the use or possession of alcoholic beverages or any controlled substance; harassment of or by students and staff; violent, destructive, and seriously disruptive behavior; suspension, expulsion, emergency removal, weapons, and physical restraint; out-of-school behavior; participation in extracurricular activities; academic progress; and citizenship.

The policies shall ensure due process rights for students and parents, including consideration for students who have been identified as requiring special education programs and services. The board shall also consider the potential, disparate impact of the policies on students because of race, color, national origin, gender, disability, religion, creed, or socioeconomic background. The board shall publicize its support of these policies; its support of the staff in enforcing them; and the staff's accountability for implementing them.

**12.3(7) Health services.** The board shall adopt a policy for the implementation of a school health services program consistent with the provisions of 281—41.96(256B).

**12.3(8) Audit of school funds.** This subrule applies to school districts. The results of the annual audit of all school district funds conducted by the state auditor or a private auditing firm shall be made part of the official records of the board as described in Iowa Code section 11.6.

**12.3(9) School or school district building grade-level organization.** The board shall adopt a grade-level organization for the buildings under its jurisdiction as described in Iowa Code section 279.39.

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**12.3(10) Report on accredited nonpublic school students.** Between September 1 and October 1 of each year, the board secretary of each school district shall secure from each accredited nonpublic school located within its boundaries information about enrolled students as required by Iowa Code section 299.3. Each accredited nonpublic school shall submit the required information in duplicate. The board secretary of each school district shall send one copy to the board secretary of the area education agency within which the school district is located.

Within ten days of receipt of notice, each accredited nonpublic school shall send a report to the board secretary of the school district within which the accredited nonpublic school is located. This report shall conform to the requirements of Iowa Code section 299.3.

**12.3(11) Policy required relating to health services, media services programs and guidance programs.**

The board of directors of each school district and the authorities in charge of an accredited nonpublic school shall adopt a local policy relating to health services, media services programs and guidance programs. The policy shall state whether or not the services shall be provided. This subrule shall not be interpreted to require schools and school districts to provide or to offer health services, media services or guidance programs.

DIVISION IV  
SCHOOL PERSONNEL

**281—12.4(256) School personnel.** License/certificate and endorsement standards required in this rule relate to licenses/certificates and endorsements issued by the state board of educational examiners. The following standards shall apply to personnel employed in accredited schools.

**12.4(1) Instructional professional staff.** Each person who holds a license/certificate endorsed for the service for which that person is employed shall be eligible for classification as a member of the instructional professional staff.

**12.4(2) Noninstructional professional staff.** A person who holds a statement of professional recognition, including but not limited to a physician, dentist, nurse, speech therapist, or a person in one of the other noninstructional professional areas designated by the state board of education, shall be eligible for classification as a member of the noninstructional professional staff.

**12.4(3) Basis for approval of professional staff.** Each member of the professional staff shall be classified as either instructional or noninstructional. An instructional professional staff member shall be regarded as approved when holding either an appropriate license/certificate with endorsement or

endorsements, or a license/certificate with an endorsement statement, indicating the specific teaching assignments that may be given. A noninstructional professional staff member shall be regarded as approved when holding a statement of professional recognition for the specific type of noninstructional professional school service for which employed.

**12.4(4) Required administrative personnel.** Each board that operates both an elementary school and a secondary school shall employ as its executive officer and chief administrator a person who holds a license/certificate endorsed for service as a superintendent. The board of a school district may meet this requirement by contracting with its area education agency for “superintendency services” as provided by Iowa Code section 273.7A. The individual employed or contracted for as superintendent may serve as elementary principal in that school or school district provided that the superintendent holds the proper licensure/certification but cannot also serve as a high school principal in that school or school district. For purposes of this subrule, high school means a school which commences with either grade 9 or grade 10, as determined by the board of directors of the school district, or by the governing authority of the nonpublic school in the case of nonpublic schools. Boards of school districts may jointly employ a superintendent, provided such arrangements comply with the provisions of Iowa Code subsection 279.23(4).

**12.4(5) Staffing policies—elementary schools.** The board operating an elementary school shall develop and adopt staffing policies designed to attract, retain, and effectively utilize competent personnel. Each board operating an elementary school shall employ at least one elementary principal. This position may be combined with that of secondary principal or with a teaching assignment at the elementary or secondary level, provided the individual holds the proper licenses/certificates and endorsements.

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When grades seven and eight are part of an organized and administered junior high school, the staffing policies adopted by the board for secondary schools shall apply. When grades seven and eight are part of an organized and administered middle school, the staffing policies adopted by the board for elementary schools shall apply.

**12.4(6) Staffing policies—secondary schools.** The board operating a secondary school shall develop and adopt staffing policies designed to attract, retain, and effectively utilize competent personnel. Each board operating a secondary school shall employ at least one secondary principal. This position may be combined with that of elementary principal or with a teaching assignment at the elementary or secondary level, provided the individual holds the proper licenses/certificates and endorsements. This position cannot be combined with that of superintendent.

**12.4(7) Principal.** “Principal” means a licensed/certificated member of a school’s instructional staff who serves as an instructional leader, coordinates the process and substance of educational and instructional programs, coordinates the budget of the school, provides formative evaluation for all practitioners and other persons in the school, recommends or has effective authority to appoint, assign, promote, or transfer personnel in a school building, implements the local school board’s policy in a manner consistent with professional practice and ethics, and assists in the development and supervision of a school’s student activities program.

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**12.4(8) Teacher.** A teacher shall be defined as a member of the instructional professional staff who holds a license/certificate endorsed for the type of position in which employed. A teacher diagnoses, prescribes, evaluates, and directs student learnings in terms of the school’s objectives, either singly or in concert with other professional staff members; shares responsibility with the total professional staff for developing educational procedures and student activities to be used in achieving the school’s objectives; supervises educational aides who assist in serving students for whom the teacher is responsible; and evaluates or assesses student progress during and following instruction in terms of the objectives sought, and uses this information to develop further educational procedures.

**12.4(9) Educational assistant.** An educational assistant shall be defined as an employee who, in the presence or absence of an instructional professional staff member but under the direction, supervision, and control of the instructional professional staff, supervises students or assists in providing instructional and other direct educational services to students and their families. An educational assistant shall not substitute for or replace the functions and duties of a teacher as established in subrule 12.4(8).

During the initial year of employment, an educational assistant shall complete staff development approved by the board as provided in subrule 12.7(1).

**12.4(10) Record of license/certificate or statement of professional recognition.** The board shall require each administrator, teacher, support service staff member, and noninstructional professional staff member on its staff to supply evidence that each holds a license/certificate or statement of professional recognition which is in force and valid for the type of position in which employed.

**12.4(11) Record required regarding teacher and administrative assignments.** The board shall require its superintendent or other designated administrator to maintain a file for all regularly employed

members of the instructional professional staff, including substitute teachers. The file shall consist of complete official transcripts of the preparation of these staff members and their legal licenses/certificates or copies thereof showing that they are eligible for the position in which employed. The official shall also maintain on file a legal license/certificate or statement of professional recognition as defined in subrule 12.4(2) for each member of the noninstructional professional staff. These records shall be on file at the beginning of and throughout each school year and shall be updated annually to reflect all professional growth.

On December 1 of each year, the official shall verify to the department of education the licensure/certification and endorsement status of each member of the instructional and administrative staff. This report shall be on forms provided by the department of education and shall identify all persons holding conditional authorizations and their specific assignment(s) with the conditional authorization(s).

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**12.4(12) Nurses.** Each board that employs a nurse shall require a current license to be filed with the superintendent or other designated administrator as specified in subrule 12.4(10).

**12.4(13) Prekindergarten staff.** Prekindergarten teachers shall hold a license/certificate valid for the prekindergarten level. The board shall employ personnel as necessary to provide effective supervision and instruction in the prekindergarten program.

**12.4(14) Physical examination.** Except as otherwise provided in 281—43.15(285), the local board shall require each employee to file with it certification of fitness to perform the tasks assigned which shall be in the form of a written report of a physical examination, including a check for tuberculosis, by a licensed physician and surgeon, osteopathic physician and surgeon, osteopath, or qualified doctor of chiropractic, licensed physician assistant, or advanced registered nurse practitioner. A report shall be filed at the beginning of service and at three-year intervals.

Each doctor of chiropractic licensed as of July 1, 1974, shall affirm on each certificate of physical examination that the affidavit required by Iowa Code section 151.8 is on file with the Iowa board of chiropractic examiners.

**12.4(15) Support staff.** The board shall develop and implement procedures for the use of educational support staff to augment classroom instruction and to meet individual student needs. These staff members may be employed by the board or by the area education agency.

**12.4(16) Volunteer.** A volunteer shall be defined as an individual who, without compensation or remuneration, provides a supportive role and performs tasks under the direction, supervision, and control of the school or school district staff. A volunteer shall not work as a substitute for or replace the functions and duties of a teacher as established in subrule 12.4(8).

DIVISION V

EDUCATION PROGRAM

**281—12.5(256) Education program.** The following education program standards shall be met by schools and school districts for accreditation with the start of the 1989-1990 school year.

**12.5(1) Prekindergarten program.** If a school offers a prekindergarten program, the program shall be designed to help children to work and play with others, to express themselves, to learn to use and manage their bodies, and to extend their interests and understanding of the world about them. The prekindergarten program shall relate the role of the family to the child's developing sense of self and perception of others. Planning and carrying out prekindergarten activities designed to encourage cooperative efforts between home and school shall focus on community resources. A prekindergarten teacher shall hold a license/certificate licensing/certifying that the holder is qualified to teach in prekindergarten. A nonpublic school which offers only a prekindergarten may, but is not required to, seek and obtain accreditation.

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**12.5(2) Kindergarten program.** The kindergarten program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protect and increase physical wellbeing with attention given to experiences relating to the development of life skills and human growth and development. A kindergarten teacher shall be licensed/certificated to teach in kindergarten. An accredited nonpublic school must meet the requirements of this subrule only if the nonpublic school offers a kindergarten program.

**12.5(3) Elementary program, grades 1-6.** The following areas shall be taught in grades one through six: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art.

In implementing the elementary program standards, the following general curriculum definitions shall be used.

a. *English-language arts.* English-language arts instruction shall include the following communication

processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition; communication processes and skills, including handwriting and spelling; literature; creative dramatics; and reading.

*b. Social studies.* Social studies instruction shall include citizenship education, history, and social sciences. Democratic beliefs and values, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass geography, history of the United States and Iowa, and cultures of other peoples and nations. American citizenship, including the study of national, state, and local government; and the awareness of the physical, social, emotional and mental self shall be infused in the instructional program.

*c. Mathematics.* Mathematics instruction shall include number sense and numeration; concepts and computational skills with whole numbers, fractions, mixed numbers and decimals; estimation and mental arithmetic; geometry; measurement; statistics and probability; and patterns and relationships. This content shall be taught through an emphasis on mathematical problem solving, reasoning, and applications; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.

*d. Science.* Science instruction shall include life, earth, and physical science and shall incorporate hands-on process skills; scientific knowledge; application of the skills and knowledge to students and society; conservation of natural resources; and environmental awareness.

*e. Health.* Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention and control of disease, and the characteristics of communicable diseases, including acquired immune deficiency syndrome.

*f. Physical education.* Physical education instruction shall include movement experiences and body mechanics; fitness activities; rhythmic activities; stunts and tumbling; simple games and relays; sports skills and activities; and water safety.

*g. Traffic safety.* Traffic safety instruction shall include pedestrian safety; bicycle safety; auto passenger safety; school bus passenger safety; seat belt use; substance education; and the application of legal responsibility and risk management to these concepts.

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*h. Music.* Music instruction shall include skills, knowledge, and attitudes and shall include singing and playing music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; and preparing for consuming, performing, or composing.

*i. Visual art.* Visual art instruction shall include perceiving, comprehending, and evaluating the visual world; viewing and understanding the visual arts; developing and communicating imaginative and inventive ideas; and making art.

**12.5(4) Junior high program, grades 7 and 8.** The following shall be taught in grades 7 and 8: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, music, visual art, family and consumer education, career education, and technology education. Instruction in the following areas shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups, and shall be designed to eliminate career and employment stereotypes.

In implementing the junior high program standards, the following general curriculum definitions shall be used.

*a. English-language arts.* Same definition as in 12.5(3) "a" with the exclusion of handwriting.

*b. Social studies.* Social studies instruction shall include citizenship education, history and social sciences. Democratic beliefs and values, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass history, economics, geography, government including American citizenship, behavioral sciences, and the cultures of other peoples and nations. Strategies for continued development of positive self-perceptions shall be infused.

*c. Mathematics.* Mathematics instruction shall include number and number relationships including ratio, proportion, and percent; number systems and number theory; estimation and computation; geometry; measurement; statistics and probability; and algebraic concepts of variables, patterns, and functions. This content shall be taught through an emphasis on mathematical problem solving, reasoning, and applications; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.

*d. Science.* Same definition as in 12.5(3) “d.”

*e. Health.* Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention and control of disease and the characteristics of communicable diseases, including sexually transmitted diseases and acquired immune deficiency syndrome.

*f. Physical education.* Physical education shall include the physical fitness activities that increase cardiovascular endurance, muscular strength, and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities.

*g. Music.* Same definition as in 12.5(3) “h” with the addition of using music as an avocation or vocation.

*h. Visual art.* Same definition as in 12.5(3) “i” with the addition of using visual arts as an avocation or vocation.

*i. Family and consumer education.* Family and consumer education instruction shall include the development of positive self-concept, understanding personal growth and development and relationships with peers and family members in the home, school and community, including men, women, minorities and persons with disabilities. Subject matter emphasizes the home and family, including parenting, child development, textiles and clothing, consumer and resource management, foods and nutrition, housing, and family and individual health. This subrule shall not apply to nonpublic schools.

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*j. Career education.* Career education instruction shall include exploration of employment opportunities, experiences in career decision making, and experiences to help students integrate work values and work skills into their lives. This subrule shall not apply to nonpublic schools. However, nonpublic schools shall comply with subrule 12.5(7).

*k. Technology education.* Technology education instruction shall include awareness of technology and its impact on society and the environment; furthering students’ career development by contributing to their scientific principles, technical information and skills to solve problems related to an advanced technological society; and orienting students to technologies which impact occupations in all six of the required service areas. The purpose of this instruction is to help students become technologically literate and become equipped with the necessary skills to cope with, live in, work in, and contribute to a highly technological society. This subrule shall not apply to nonpublic schools.

**12.5(5) High school program, grades 9-12.** In grades 9 through 12 a unit is a course or equivalent related components or partial units taught throughout the academic year as defined in subrule 12.5(18). The following shall be offered and taught as the minimum program: English-language arts, six units; social studies, five units; mathematics, six units as specified in 12.5(5) “c”; science, five units; health, one unit; physical education, one unit; fine arts, three units; foreign language, four units; and vocational education, 12 units as specified in 12.5(5) “i.”

In implementing the high school program standards, the following curriculum standards shall be used.

*a. English-language arts (six units).* English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The program shall encompass communication processes and skills; written composition; speech; debate; American, English, and world literature; creative dramatics; and journalism.

*b. Social studies (five units).* Social studies instruction shall include citizenship education, history, and the social sciences. Instruction shall encompass the history of the United States and the history and cultures of other peoples and nations including the analysis of persons, events, issues, and historical evidence reflecting time, change, and cause and effect. Instruction in United States government shall include an overview of American government through the study of the United States Constitution, the bill of rights, the federal system of government, and the structure and relationship between the national, state, county, and local governments; and voter education including instruction in statutes and procedures, voter registration requirements, the use of paper ballots and voting machines in the election process, and the method of acquiring and casting an absentee ballot. Students’ knowledge of the Constitution and the bill of rights shall be assessed. Economics shall include comparative and consumer studies in relation to the market and command economic systems. Geography shall include the earth’s physical and cultural features, their spatial arrangement and interrelationships, and the forces that affect them. Sociology, psychology, and anthropology shall include the scientific study of the individual and group behavior(s) reflecting the impact of these behaviors on persons, groups, society, and the major institutions in a society. Democratic beliefs and values, problem-solving skills, and social and political skills shall be incorporated. All students in grades nine through twelve must, as a condition

of graduation, complete a minimum of one-half unit of United States government and one unit of United States history and receive instruction in the government of Iowa.

*c. Mathematics (six units).* Mathematics instruction shall include:

(1) Four sequential units which are preparatory to postsecondary educational programs. These units shall include strands in algebra, geometry, trigonometry, statistics, probability, and discrete mathematics. Mathematical concepts, operations, and applications shall be included for each of these strands. These strands shall be taught through an emphasis on mathematical problem solving, reasoning, and structure; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.

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(2) Two additional units shall be taught. These additional units may include mathematical content as identified in, but not limited to, paragraphs 12.5(3) "c," 12.5(4) "c," and 12.5(5) "c"(1). These units are to accommodate the locally identified needs of the students in the school or school district. This content shall be taught through an emphasis on mathematical problem solving, reasoning, and structure; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.

*d. Science (five units).* Science instruction shall include biological, earth, and physical science, including physics and chemistry. Full units of chemistry and physics shall be taught but may be offered in alternate years. All science instruction shall incorporate hands-on process skills; scientific knowledge; the application of the skills and knowledge to students and society; conservation of natural resources; and environmental awareness.

*e. Health (one unit).* Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and nonuse; emotional and social health; health resources; and prevention and control of disease, including sexually transmitted diseases and acquired immune deficiency syndrome, current crucial health issues, human sexuality, self-esteem, stress management, and interpersonal relationships.

*f. Physical education (one unit).* Physical education shall include the physical fitness activities that increase cardiovascular endurance, muscular strength and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities.

All physically able students shall be required to participate in the program for a minimum of one-eighth unit during each semester they are enrolled except as otherwise provided in this paragraph. A twelfth-grade student may be excused from this requirement by the principal of the school in which the student is enrolled under one of the following circumstances:

- (1) The student is enrolled in a cooperative, work-study, or other educational program authorized by the school which requires the student's absence from the school premises during the school day.
- (2) The student is enrolled in academic courses not otherwise available.
- (3) An organized and supervised athletic program which requires at least as much time of participation per week as one-eighth unit of physical education.

Students in grades nine through eleven may be excused from the physical education requirement in order to enroll in academic courses not otherwise available to the student if the board of directors of the school district in which the school is located, or the authorities in charge of the school, if the school is a nonpublic school, determine that students from the school may be permitted to be excused from the physical education requirement.

A student may be excused by the principal of the school in which the student is enrolled, in consultation with the student's counselor, for up to one semester, trimester, or the equivalent of a semester or trimester, per year if the parent or guardian of the student requests in writing that the student be excused from the physical education requirement. The student seeking to be excused from the physical education requirement must, at some time during the period for which the excuse is sought, be a participant in an organized and supervised athletic program which requires at least as much time of participation per week as one-eighth unit of physical education.

The student's parent or guardian must request the excuse in writing. The principal shall inform the superintendent that the student has been excused.

*g. Fine arts (three units).* Fine arts instruction shall include at least two of the following:

- (1) Dance. Dance instruction shall encompass developing basic movement skills; elementary movement concepts; study of dance forms and dance heritage; participating in dance; and evaluating dance as a creative art; and using dance as an avocation or vocation.

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(2) Music. Music instruction shall include skills, knowledge, and attitudes and the singing and playing of music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; preparing for consuming, performing, or composing; and using music as an avocation or vocation.

(3) Theatre. Theatre instruction shall encompass developing the internal and external resources used in the theatre process; creating theatre through artistic collaboration; relating theatre to its social context; forming aesthetic judgments; and using theatre as an avocation or vocation.

(4) Visual art. Visual art instruction shall include developing concepts and values about natural and created environments; critiquing works of art; evaluating relationships between art and societies; analyzing, abstracting, and synthesizing visual forms to express ideas; making art; and using visual art as an avocation or vocation.

*h. Foreign language (four units).* The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. Foreign language instruction shall include listening comprehension appropriate to the level of instruction; rateable oral proficiency; reading comprehension appropriate to the level of instruction; writing proficiency appropriate to the level of instruction and cultural awareness.

All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the department of education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board. The board must document that a licensed/certificated teacher was employed and assigned a schedule that would have allowed students to enroll, that the class was properly scheduled, that students were aware of the course offerings, and that no students enrolled.

*i. Vocational education—school districts (three units each in at least four of the six service areas).* A minimum of three sequential units, of which only one may be a core unit, shall be taught in four of the following six service areas: agricultural education, business and office education, health occupations education, home economics education, industrial education, and marketing education. The instruction shall be competency-based; shall provide a base of knowledge which will prepare students for entry level employment, additional on-the-job training, and postsecondary education within their chosen field; shall be articulated with postsecondary programs of study, including apprenticeship programs; shall reinforce basic academic skills; shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups. Vocational core courses may be used in more than one vocational service area. Multioccupations may be used to complete a sequence in more than one vocational service area; however, a core course(s) and multioccupations cannot be used in the same sequence. If a district elects to use multioccupations to meet the requirements in more than one service area, documentation must be provided to indicate that a sufficient variety of quality training stations be available to allow students to develop occupational competencies. A district may apply for a waiver if an innovative plan for meeting the instructional requirement for the standard is submitted to and approved by the director of the department of education. The instructional programs also shall comply with the provisions of Iowa Code chapter 258 relating to vocational education. Advisory committee/councils designed to assist vocational education planning and evaluation shall be composed of public members with emphasis on persons representing business, agriculture, industry, and labor. The membership of local advisory committees/councils will fairly represent each gender and minority residing in the school district. The accreditation status of a school district failing to comply with the provisions of this subrule shall be governed by 281—subrule 46.7(10), paragraph “g.”

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(1) A service area is the broad category of instruction in the following occupational cluster areas (definitions are those used in these rules):

(2) “Agricultural education programs” prepare individuals for employment in agriculture-related occupations. Such programs encompass the study of applied sciences and business management principles, as they relate to agriculture. Agricultural education focuses on, but is not limited to, study in horticulture, forestry, conservation, natural resources, agricultural products and processing, production of food and fiber, aquaculture and other agricultural products, mechanics, sales and service, economics marketing, and leadership development.

(3) “Business and office education programs” prepare individuals for employment in varied occupations involving such activities as planning, organizing, directing, and controlling all business office systems and procedures. Instruction offered includes such activities as preparing, transcribing, systematizing, preserving communications; analyzing financial records; receiving and disbursing money; gathering, processing and distributing information; and performing other business and office duties.

(4) “Health occupations education programs” prepare individuals for employment in a variety of

occupations concerned with providing care in the areas of wellness, prevention of disease, diagnosis, treatment, and rehabilitation. Instruction offered encompasses varied activities in such areas as dental science, medical science, diagnostic services, treatment therapy, patient care areas, rehabilitation services, record keeping, emergency care, and health education. Many occupations in this category require licensing or credentialing to practice, or to use a specific title.

(5) "Home economics education programs" encompass two categories of instructional programs:

1. "Consumer and family science" programs may be taught to prepare individuals for a multiple role of homemaker and wage earner and may include such content areas as food and nutrition; consumer education; family living and parenthood; child development and guidance; family and individual health; housing and home management; and clothing and textiles.

2. "Home economics occupations programs" prepare individuals for paid employment in such home economics-related occupations as child care aide/assistant, food production management and services, and homemaker/home health aide.

(6) "Industrial education programs" encompass two categories of instructional programs—industrial technology and trade and industrial. Industrial technology means an applied discipline designed to promote technological literacy which provides knowledge and understanding of the impact of technology including its organizations, techniques, tools, and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communication, transportation, power and energy. Trade and industrial programs prepare individuals for employment in such areas as protective services, construction trades, mechanics and repairers, precision production, transportation, and graphic communications. Instruction includes regular systematic classroom activities, followed by experiential learning with the most important processes, tools, machines, management ideas, and impacts of technology.

(7) "Marketing education programs" prepare individuals for marketing occupations, including merchandising and management—those activities which make products and services readily available to consumers and business. Instruction stresses the concept that marketing is the bridge between production (including the creation of services and ideas) and consumption. These activities are performed by retailers, wholesalers, and businesses providing services in for-profit and not-for-profit business firms.

(8) "Sequential unit" applies to an integrated offering, directly related to the educational and occupational skills preparation of individuals for jobs and preparation for postsecondary education. Sequential units provide a logical framework for the instruction offered in a related occupational area and do not require prerequisites for enrollment. A unit is defined in subrule 12.5(18).

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(9) "Competency" is a learned student performance statement which can be accurately repeated and measured. Instruction is based on incumbent worker-validated statements of learner results (competencies) which clearly describe what skills the students will be able to demonstrate as a result of the instruction. Competencies function as the basis for building the instructional program to be offered. Teacher evaluation of students, based upon their ability to perform the competencies, is an integral part of a competency-based system.

(10) "Minimum competency lists" contain competencies validated by statewide technical committees, composed of representatives from appropriate businesses, industries, agriculture, and organized labor. These lists contain essential competencies which lead to entry level employment and are not intended to be the only competencies learned. Districts will choose one set of competencies per service area upon which to build their program or follow the process detailed in 281—subrule 46.7(2) to develop local competencies.

(11) "Clinical experience" involves direct instructor supervision in the actual workplace, so that the learner has the opportunity to apply theory and to perfect skills taught in the classroom and laboratory. "Field training" is an applied learning experience in a nonclassroom environment under the supervision of an instructor.

"Lab training" is experimentation, practice or simulation by students under the supervision of an instructor.

"On-the-job training" is a cooperative work experience planned and supervised by a teacher/coordinator and the supervisor in the employment setting.

(12) "Coring" is an instructional design whereby competencies common to two or more different vocational service areas are taught as one course offering. Courses shall be no longer than one unit of instruction. Course(s) may be placed wherever appropriate within the program offered. This offering may be acceptable as a unit or partial unit in more than one vocational program to meet the standard.

(13) "Articulation" is the process of mutually agreeing upon competencies and performance levels transferable between institutions and programs for advanced placement or credit in a vocational program. An articulation agreement is the written document which explains the decisions agreed upon

and the process used by the institution to grant advanced placement or credit.

(14) "Multioccupational courses" combine on-the-job training in any of the occupational areas with the related classroom instruction. The instructor provides the related classroom instruction and coordinates the training with the employer at the work site. A multioccupational course may only be used to complete a sequence in more than one vocational service area if competencies from the appropriate set of minimum competencies are a part of the related instruction.

*j. Vocational education/nonpublic schools (five units).* A nonpublic school which provides an educational program that includes grades 9 through 12 shall offer and teach five units of occupational education subjects, which may include, but are not limited to, programs, services, and activities which prepare students for employment in business or office occupations, trade and industrial occupations, consumer and family sciences or home economics occupations, agricultural occupations, marketing occupations, and health occupations. By July 1, 1993, instruction shall be competency-based, articulated with postsecondary programs of study, and may include field, laboratory, or on-the-job training.

**12.5(6) Physical education and health courses exemption.** A pupil shall not be required to enroll in either physical education or health courses if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with the pupil's religious beliefs.

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**12.5(7) Career education.** Each school or school district shall incorporate school-to-career educational programming into its comprehensive school improvement plan. Curricular and cocurricular teaching and learning experiences regarding career education shall be provided from the prekindergarten level through grade 12. Career education shall be incorporated into the total educational program and shall include, but is not limited to, awareness of self in relation to others and the needs of society; exploration of employment opportunities, at a minimum, within Iowa; experiences in personal decision making; experiences that help students connect work values into all aspects of their lives; and the development of employability skills. In the implementation of this subrule, the board shall comply with Iowa Code section 280.9.

**12.5(8) Multicultural and gender fair approaches to the educational program.** The board shall establish a policy to ensure that students are free from discriminatory practices in the educational program as required by Iowa Code section 256.11. In developing or revising the policy, parents, students, instructional and noninstructional staff, and community members shall be involved. Each school or school district shall incorporate multicultural and gender fair goals for the educational program into its comprehensive school improvement plan. Incorporation shall include the following:

*a. Multicultural approaches to the educational program.* These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities shall be included in the program.

*b. Gender fair approaches to the educational program.* These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society. The program shall reflect the wide variety of roles open to both women and men and shall provide equal opportunity to both sexes.

**12.5(9) Special education.** The board of each school district shall provide special education programs and services for its resident children which comply with rules of the state board of education implementing Iowa Code chapters 256, 256B, 273, and 280.

**12.5(10) Technology integration.** Each school or school district shall incorporate into its comprehensive school improvement plan demonstrated use of technology to meet its student learning goals. As described in Iowa Code section 295.3, progress with the use of technology shall be included in the school district's annual progress report.

**12.5(11) Global education.** Each school or school district shall incorporate global education into its comprehensive school improvement plan as required by Iowa Code section 256.11. Global education shall be incorporated into all areas and levels of the educational program so students have the opportunity to acquire a realistic perspective on world issues, problems, and the relationship between an individual's self-interest and the concerns of people elsewhere in the world.

**12.5(12) Provisions for gifted and talented students.** Each school district shall incorporate gifted and talented programming into its comprehensive school improvement plan as required by Iowa Code section 257.43. The comprehensive school improvement plan shall include the following gifted and talented program provisions: valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population; goals and performance measures; a qualitatively differentiated program to meet the students' cognitive and affective needs; staffing provisions; an in-service design; a budget; and qualifications of personnel administering the program.

Each school district shall review and evaluate its gifted and talented programming. This subrule does not apply to accredited nonpublic schools.

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**12.5(13) Provisions for at-risk students.** Each school district shall include in its comprehensive school improvement plan the following provisions for meeting the needs of at-risk students: valid and systematic procedures and criteria to identify at-risk students throughout the school district's school-age population, determination of appropriate ongoing educational strategies for alternative options education programs as required in Iowa Code section 280.19A, and review and evaluation of the effectiveness of provisions for at-risk students. This subrule does not apply to accredited nonpublic schools.

Each school district using additional allowable growth for provisions for at-risk students shall incorporate educational program goals for at-risk students into its comprehensive school improvement plan. Provisions for at-risk students shall align with the student learning goals and content standards established by the school district or by school districts participating in a consortium. The comprehensive school improvement plan shall also include objectives, activities, cooperative arrangements with other service agencies and service groups, and strategies for parental involvement to meet the needs of at-risk children. The incorporation of these requirements into a school district's comprehensive school improvement plan shall serve as the annual application for additional allowable growth designated in Iowa Code section 257.38.

**12.5(14) Unit.** A unit is a course which meets one of the following criteria: it is taught for at least 200 minutes per week for 36 weeks; it is taught for the equivalent of 120 hours of instruction; or it is an equated requirement as a part of an innovative program filed as prescribed in rule 12.9(256). A fractional unit shall be calculated in a manner consistent with this subrule. Multiple-section courses taught at the same time in a single classroom situation by one teacher do not meet this unit definition for the assignment of a unit of credit. However, the third and fourth years of a foreign language may be taught at the same time by one teacher in a single classroom situation each yielding a unit of credit.

**12.5(15) Credit.** A student shall receive a credit or a partial credit upon successful completion of a course which meets one of the criteria in subrule 12.5(14). The board may award credit on a performance basis through the administration of an examination, provided the examination covers the content ordinarily included in the regular course.

**12.5(16) Subject offering.** A subject shall be regarded as offered when the teacher of the subject has met the licensure and endorsement standards of the state board of educational examiners for that subject; instructional materials and facilities for that subject have been provided; and students have been informed, based on their aptitudes, interests, and abilities, about possible value of the subject. A subject shall be regarded as taught only when students are instructed in it in accordance with all applicable requirements outlined herein. Subjects which the law requires schools and school districts to offer and teach shall be made available during the school day as defined in subrules 12.1(8) to 12.1(10).

**12.5(17) Educational excellence program—Phase III.** Educational excellence funds received by school districts shall support the school district's comprehensive school improvement plan according to the intent of the general assembly as described in Iowa Code section 294A.12. When Phase III funds are used to support the district's comprehensive school improvement plan, the school district shall submit the Phase III budget on forms supplied by the department.

**12.5(18) Early intervention program.** Each school district receiving early intervention program funds shall make provisions to meet the needs of kindergarten through grade 3 students. The intent of the early intervention program is to reduce class size, to achieve a higher level of student success in the basic skills, and to increase teacher-parent communication and accountability. Each school district shall develop a class size management strategy by September 15, 1999, to work toward, or to maintain, class sizes in basic skills instruction for kindergarten through grade 3 that are at the state goal of 17 students per teacher. Each school district shall incorporate into its comprehensive school improvement plan goals and activities for kindergarten through grade 3 students to achieve a higher level of success in the basic skills, especially reading. A school district shall, at a minimum, biannually inform parents of their individual child's performance on the results of diagnostic assessments in kindergarten through grade 3. If intervention is appropriate, the school district shall inform the parents of the actions the school district intends to take to improve the child's reading skills and provide the parents with strategies to enable the parents to improve their child's skills.

DIVISION VI  
ACTIVITY PROGRAM

**281—12.6(256) Activity program.** The following standards shall apply to the activity program of accredited schools and school districts.

**12.6(1) General guidelines.** Each board shall sponsor a pupil activity program sufficiently broad and balanced to offer opportunities for all pupils to participate. The program shall be supervised by

qualified professional staff and shall be designed to meet the needs and interests and challenge the abilities of all pupils consistent with their individual stages of development; contribute to the physical, mental, athletic, civic, social, moral, and emotional growth of all pupils; offer opportunities for both individual and group activities; be integrated with the instructional program; and provide balance so a limited number of activities will not be perpetuated at the expense of others.

**12.6(2) Supervised intramural sports.** If the board sponsors a voluntary program of supervised intramural sports for pupils in grades seven through twelve, qualified personnel and adequate facilities, equipment, and supplies shall be provided. Middle school grades below grade seven may also participate.

#### DIVISION VII STAFF DEVELOPMENT

**281— 12.7(256) Staff development.** The following standards shall apply to staff development for accredited schools and school districts.

**12.7(1) Provisions for staff development.** Each school or school district shall incorporate into its comprehensive school improvement plan provisions for the professional development of all staff. To meet the professional needs of all staff, staff development activities shall align with district goals; shall be based on student and staff information; shall prepare all employees to work effectively with diverse learners and to implement multicultural, gender fair approaches to the educational program; and shall emphasize the research-based practices to achieve increased student achievement, learning, and performance as stated in the comprehensive school improvement plan.

#### DIVISION VIII ACCOUNTABILITY FOR STUDENT ACHIEVEMENT

**281—12.8(256) Accountability for student achievement.** Schools and school districts shall meet the following accountability requirements for increased student achievement. Area education agencies shall provide technical assistance as required by 281—72.7(273).

**12.8(1) Comprehensive school improvement.** The general accreditation standards are minimum, uniform requirements. However, the department encourages schools and school districts to go beyond the minimum with their work toward ongoing improvement. As a means to this end, local comprehensive school improvement plans shall be specific to a school or school district and designed, at a minimum, to increase the learning, achievement, and performance of all students. As a part of ongoing improvement in its educational system, the board shall adopt a written comprehensive school improvement plan designed for continuous school, parental, and community involvement in the development and monitoring of a plan that is aligned with school or school district determined needs. The plan shall incorporate, to the extent possible, the consolidation of federal and state planning, goal setting, and reporting requirements. The plan shall contain, but is not limited to, the following components:

*a. Community involvement.*

(1) Local community. The school or school district shall involve the local community in decisionmaking processes as appropriate. The school or school district shall seek input from the local community about, but not limited to, the following elements at least once every five years:

1. Statement of philosophy, beliefs, mission, or vision;
2. Major educational needs; and
3. Student learning goals.

(2) School improvement advisory committee. To meet requirements of Iowa Code section 280.12(2), the board shall appoint and charge a school improvement advisory committee to make recommendations to the board. Based on the committee members' analysis of the needs assessment data, they shall make recommendations to the board about the following components:

1. Major educational needs;
2. Student learning goals; and
3. Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement.

(3) At least annually, the school improvement advisory committee shall also make recommendations to the board with regard to, but not limited to, the following:

1. Progress achieved with the annual improvement goals for the state indicators that address reading, mathematics, and science in subrule 12.8(3);
2. Progress achieved with other locally determined core indicators; and
3. Annual improvement goals for the state indicators that address reading, mathematics, and science achievement.

*b. Data collection, analysis, and goal setting.*

(1) Policy. The board shall adopt a policy for conducting ongoing and long-range needs assessment processes. This policy shall ensure involvement of and communication with the local community regarding its expectations for adequate preparation for all students as responsible citizens and successful wage earners. The policy shall include provisions for keeping the local community regularly informed of progress on state indicators as described in subrule 12.8(3), other locally determined indicators within the comprehensive school improvement plan as required by Iowa Code section 280.12, and the methods a school district will use to inform kindergarten through grade 3 parents of their individual child's performance biannually as described in 1999 Iowa Acts, House File 743. The policy shall describe how the school or school district shall provide opportunities for local community feedback on an ongoing basis.

(2) Long-range data collection and analysis. The long-range needs assessment process shall include provisions for collecting, analyzing, and reporting information derived from local, state, and national sources. The process shall include provisions for reviewing information acquired over time on the following:

1. State indicators and other locally determined indicators;
2. Locally established student learning goals; and
3. Specific data collection required by federal and state programs.

Schools and school districts shall also collect information about additional factors influencing student achievement which may include, but are not limited to, demographics, attitudes, health, and other risk factors.

(3) Long-range goals. The board, with input from its school improvement advisory committee, shall adopt long-range goals to improve student achievement in at least the areas of reading, mathematics, and science.

(4) Annual data collection and analysis. The ongoing needs assessment process shall include provisions for collecting and analyzing annual assessment data on the state indicators, other locally determined indicators, and locally established student learning goals.

(5) Annual improvement goals. The board, with input from its school improvement advisory committee, shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention program as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

*c. Content standards and benchmarks.*

(1) Policy. The board shall adopt a policy outlining its procedures for developing, implementing, and evaluating its total curriculum. The policy shall describe a process for establishing content standards, benchmarks, performance levels, and annual improvement goals aligned with needs assessment information.

(2) Content standards and benchmarks. The board shall adopt clear, rigorous, and challenging content standards and benchmarks in reading, mathematics, and science to guide the learning of students from the date of school entrance until high school graduation. Standards and benchmarks may be adopted for other curriculum areas defined in 281—Chapter 12, Division V. The comprehensive school improvement plan submitted to the department shall contain, at a minimum, content standards for reading, mathematics, and science. The educational program as defined in 281—Chapter 12, Division II, shall incorporate career education, multicultural and gender fair education, technology integration,

global education, higher-order thinking skills, learning skills, and communication skills as outlined in subrules 12.5(7), 12.5(8), 12.5(10), and 12.5(11), and subparagraph 12.8(1) “c”(1).

*d. Determination and implementation of actions to meet the needs.* The comprehensive school improvement plan shall include actions the school or school district shall take districtwide in order to accomplish its long-range and annual improvement goals as required in Iowa Code section 280.12(1) “b.”

(1) Actions shall include, but are not limited to, addressing the improvement of curricular and instructional practices to attain the long-range goals, annual improvement goals, and the early intervention goals as described in subrule 12.5(18).

(2) A school or school district shall document consolidation of state and federal resources and requirements, as appropriate, to implement the actions in its comprehensive school improvement plan. State and federal resources shall be used, as applicable, to support implementation of the plan.

(3) A school or school district may have building-level action plans, aligned with its comprehensive school improvement plan. These may be included in the comprehensive school improvement plan or kept on file at the local level.

*e. Evaluation of the comprehensive school improvement plan.* A school or school district shall develop strategies to collect data and information to determine if the plan has accomplished the goals for which it was established.

*f. Assessment of student progress.* Each school or school district shall include in its comprehensive school improvement plan provisions for districtwide assessment of student progress for all students. The plan shall identify valid and reliable student assessments aligned with local content standards. These assessments are not limited to commercially developed measures. School districts receiving early intervention funding described in subrule 12.5(18) shall provide

for diagnostic reading assessments for kindergarten through grade 3 students as described in 1999 Iowa Acts, House File 743.

(1) State indicators. Using at least one districtwide assessment, a school or school district shall assess student progress on the state indicators in, but not limited to, reading, mathematics, and science as specified in subrule 12.8(3). At least one districtwide assessment shall allow for, but not be limited to, the comparison of the school or school district's students with students from across the state and in the nation in reading, mathematics, and science. A school or school district shall use additional assessments to measure progress on locally determined content standards in at least reading, mathematics, and science.

(2) Performance levels. A school or school district shall establish at least three performance levels on at least one districtwide valid and reliable assessment in the areas of reading and mathematics for at least grades 4, 8, and 11 and science in grades 8 and 11 or use the achievement levels as established by the Iowa Testing Program to meet the intent of this subparagraph (2).

*g. Assurances and support.* A school or school district shall provide evidence that its board has approved and supports the five-year comprehensive school improvement plan and any future revisions of that plan. This assurance includes the commitment for ongoing improvement of the educational system.

**12.8(2) Submission of a comprehensive school improvement plan.** A school or school district shall submit to the department and respective area education agency a multiyear comprehensive school improvement plan on or before September 15, 2000. Beginning July 1, 2001, a school or school district shall submit a revised five-year comprehensive school improvement plan by September 15 of the school year following the comprehensive site visit specified in Iowa Code section 256.11 which incorporates, when appropriate, areas of improvement noted by the school improvement visitation team as described in subrule 12.8(4). A school or school district may, at any time, file a revised comprehensive school improvement plan with the department and respective area education agency.

**12.8(3) Annual reporting requirements.** A school or school district shall, at minimum, report annually to its local community about the progress on the state indicators and other locally determined indicators.

*a. State indicators.* A school or school district shall collect data on the following indicators for reporting purposes:

(1) The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher reading status using at least three achievement levels and by gender, race, socioeconomic status, students with disabilities, and other subgroups as required by state or federal law.

(2) The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher mathematics status using at least three achievement levels and for gender, race, socioeconomic status, students with disabilities, and other subgroups as required by state or federal law.

(3) The percentage of all eighth and eleventh grade students achieving proficient or higher science status using at least three achievement levels.

(4) The percentage of students considered as dropouts for grades 7 to 12 by gender, race, students with disabilities, and other subgroups as required by state or federal law.

(5) The percentage of high school seniors who intend to pursue postsecondary education/training.

(6) The percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. This measure should be the measure used by the majority of students in the school, school district, or attendance center who plan to attend a postsecondary institution.

(7) The percentage of high school graduates who complete a core program of four years of English-language arts and three or more years each of mathematics, science, and social studies.

*b. Annual progress report.* Each school or school district shall submit an annual progress report to its local community, its respective area education agency, and the department. That report shall be submitted to the department by September 15, 2000, and by September 15 every year thereafter. The report shall include, but not be limited to, the following information:

(1) Baseline data on at least one districtwide assessment for the state indicators described in subrule 12.8(3). Every year thereafter the school or school district shall compare the annual data collected with the baseline data. A school or school district is not required to report to the community about subgroup assessment results when a subgroup contains fewer than ten students at a grade level. A school or school district shall report districtwide assessment results for all enrolled and tuitioned-in students.

(2) Locally determined performance levels for at least one districtwide assessment in, at a minimum, the areas of reading, mathematics, and science. Student achievement levels as defined by the Iowa Testing Program may be used to fulfill this requirement.

(3) Long-range goals to improve student achievement in the areas of, but not limited to, reading, mathematics, and science.

(4) Annual improvement goals based on at least one districtwide assessment in, at a minimum, the areas of reading, mathematics, and science. One annual improvement goal may address all areas, or individual annual improvement goals for each area may be identified. When a school or school district does not meet its annual improvement goals for one year, it shall include in its annual progress report the actions it will take to meet annual improvement goals for the next school year.

- (5) Data on multiple assessments for reporting achievement for all students in the areas of reading and mathematics by September 15, 2001, and for science by September 15, 2003.
- (6) Results by individual attendance centers, as appropriate, on the state indicators as stated in subrule 12.8(3) and any other locally determined factors or indicators. An attendance center, for reporting purposes, is a building that houses students in grade 4 or grade 8 or grade 11.
- (7) Progress with the use of technology as required by Iowa Code section 295.3. This requirement does not apply to accredited nonpublic schools.
- (8) School districts are encouraged to provide information on the reading proficiency of kindergarten through grade 3 students by grade level. However, all school districts receiving early intervention block grant funds shall report to the department the progress toward achieving their early intervention goals.
- (9) Other reports of progress as the director of the department requires and other reporting requirements as the result of federal and state program consolidation.

- (1) The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher reading status using at least three achievement levels and by gender, race, socioeconomic status, students with disabilities, and other subgroups as required by state or federal law.
- (2) The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher mathematics status using at least three achievement levels and for gender, race, socioeconomic status, students with disabilities, and other subgroups as required by state or federal law.
- (3) The percentage of all eighth and eleventh grade students achieving proficient or higher science status using at least three achievement levels.
- (4) The percentage of students considered as dropouts for grades 7 to 12 by gender, race, students with disabilities, and other subgroups as required by state or federal law.
- (5) The percentage of high school seniors who intend to pursue postsecondary education/training.
- (6) The percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. This measure should be the measure used by the majority of students in the school, school district, or attendance center who plan to attend a postsecondary institution.
- (7) The percentage of high school graduates who complete a core program of four years of English-language arts and three or more years each of mathematics, science, and social studies.

*b. Annual progress report.* Each school or school district shall submit an annual progress report to its local community, its respective area education agency, and the department. That report shall be submitted to the department by September 15, 2000, and by September 15 every year thereafter. The report shall include, but not be limited to, the following information:

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- (1) Baseline data on at least one districtwide assessment for the state indicators described in subrule 12.8(3). Every year thereafter the school or school district shall compare the annual data collected with the baseline data. A school or school district is not required to report to the community about subgroup assessment results when a subgroup contains fewer than ten students at a grade level. A school or school district shall report districtwide assessment results for all enrolled and tuitioned-in students.
- (2) Locally determined performance levels for at least one districtwide assessment in, at a minimum, the areas of reading, mathematics, and science. Student achievement levels as defined by the Iowa Testing Program may be used to fulfill this requirement.
- (3) Long-range goals to improve student achievement in the areas of, but not limited to, reading, mathematics, and science.
- (4) Annual improvement goals based on at least one districtwide assessment in, at a minimum, the areas of reading, mathematics, and science. One annual improvement goal may address all areas, or individual annual improvement goals for each area may be identified. When a school or school district does not meet its annual improvement goals for one year, it shall include in its annual progress report the actions it will take to meet annual improvement goals for the next school year.
- (5) Data on multiple assessments for reporting achievement for all students in the areas of reading and mathematics by September 15, 2001, and for science by September 15, 2003.
- (6) Results by individual attendance centers, as appropriate, on the state indicators as stated in subrule 12.8(3) and any other locally determined factors or indicators. An attendance center, for reporting purposes, is a building that houses students in grade 4 or grade 8 or grade 11.
- (7) Progress with the use of technology as required by Iowa Code section 295.3. This requirement does not apply to accredited nonpublic schools.
- (8) School districts are encouraged to provide information on the reading proficiency of kindergarten through grade 3 students by grade level. However, all school districts receiving early intervention block grant funds shall report to the department the progress toward achieving their early intervention goals.

(9) Other reports of progress as the director of the department requires and other reporting requirements as the result of federal and state program consolidation.

**12.8(4) Comprehensive school improvement and the accreditation process.** All schools and school districts having accreditation on August 18, 1999, are presumed accredited unless or until the state board takes formal action to remove accreditation. The department shall use a Phase I and a Phase II process for the continued accreditation of schools and school districts as defined in Iowa Code section 256.11(10).

a. *Phase I.* The Phase I process includes ongoing monitoring by the department of each school and school district to determine if it is meeting the goals of its comprehensive school improvement plan and meeting the accreditation standards. Phase I contains the following two components:

(1) Annual comprehensive desk audit. This audit consists of a review by the department of a school or school district's annual progress report. The department shall review the report as required by subrule 12.8(3) and provide feedback regarding the report. The audit shall also include a review by the department of other annual documentation submitted by a school or school district as required for compliance with the educational standards in Iowa Code section 256.11 and other reports required by the director.

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When the department determines a school or school district has areas of noncompliance, the department shall consult with the school or school district to determine what appropriate actions shall be taken by the school or school district. The department shall facilitate technical assistance when requested. When the department determines that a school or school district has not met compliance with one or more accreditation standards within a reasonable amount of time, the school or school district shall submit an action plan that is approved by the department. The action plan shall contain reasonable timelines for coming into compliance. If the department determines that the school or school district is not taking the necessary actions, the director of the department may place the school or school district in a Phase II accreditation process.

If a school or school district does not meet its stated annual improvement goals for at least two consecutive years in the areas of mathematics and reading and is not taking corrective steps, the department shall consult with the school or school district and determine whether a self-study shall be required. The department shall facilitate technical assistance when needed. The self-study shall include, but is not limited to, the following:

1. A review of the comprehensive school improvement plan.
2. A review of each attendance center's student achievement data.
3. Identification of factors that influenced the lack of goal attainment.
4. Submission of new annual improvement goals, if necessary.
5. Submission, if necessary, of a revised comprehensive school improvement plan.

Upon completion of a department-required self-study, the department shall collaborate with the school or school district to determine whether one or more attendance centers are to be identified as in need of improvement. For those attendance centers identified as being in need of improvement, the department shall facilitate technical assistance.

When a school or school district has completed a required self-study and has not met its annual improvement goals for at least two or more consecutive years, the department may conduct a site visit.

When a site visit occurs, the department shall determine if appropriate actions were taken. If the site visit findings indicate that appropriate actions were taken, accreditation status shall remain.

(2) Comprehensive site visit. A comprehensive site visit shall occur at least once every five years as required by Iowa Code section 256.11(10) or before, if requested by the school or school district. The purpose of a comprehensive site visit is to assess progress with the comprehensive school improvement plan, to provide a general assessment of educational practices, to make recommendations with regard to the visit findings for the purposes of improving educational practices above the level of minimum compliance, and to determine that a school or school district is in compliance with the accreditation standards. The department and the school district or school may coordinate the accreditation with activities of other accreditation associations. The comprehensive site visit shall include the following components:

1. School improvement site visit team. The department shall determine the size and composition of the school improvement site visit team. The team shall include members of the department staff and may include other members such as, but not limited to, area education agency staff, postsecondary staff, and other school district or school staff.
2. Previsit actions. The school improvement team shall review the five-year comprehensive school improvement plan, annual progress reports, and any other information requested by the department.

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3. The site visit report. Upon review of documentation and site visit findings, the department shall provide a written report to the school or school district based on the comprehensive school improvement plan and other general accreditation standards. The report shall state areas of strength, areas in need of improvement, and areas, if any, of noncompliance. For areas of noncompliance, the school or school district shall submit, within a reasonable time frame, an action plan to the department. The department shall determine if the school or school district is implementing the necessary actions to address areas of noncompliance. If the department determines that the school or school district is not taking the necessary actions, the director of the department may place the school or school district in a Phase II accreditation process.

*b. Conditions under which a Phase II visit may occur.* A Phase II accreditation process shall occur if one or more of the following conditions exist:

- (1) When either the annual monitoring or the comprehensive site visit indicates that a school or school district is deficient and fails to be in compliance with accreditation standards;
- (2) In response to a petition filed with the director of the department requesting such a committee visitation that is signed by 20 percent or more of the registered voters of a school district;
- (3) In response to a petition filed with the director of the department requesting such a committee visitation that is signed by 20 percent or more of the families having enrolled students in a school or school district; or
- (4) At the direction of the state board of education.

*c. The Phase II process.* The Phase II process shall consist of monitoring by the department. This monitoring shall include the appointment of an accreditation committee to complete a comprehensive review of the school or school district documentation on file with the department. The accreditation committee shall complete one or more site visits. The Phase II process shall include the following components:

- (1) Accreditation committee. The director of the department shall determine accreditation committee membership. The chairperson and majority of the committee shall be department staff. The committee may also include at least one representative from another school or school district, AEA staff, postsecondary education staff, board members, or community members. No member of an accreditation committee shall have a direct interest, as determined by the department, in the school or school district involved in the Phase II process. The accreditation committee shall have access to all documentation obtained from the Phase I process.
- (2) Site visit. The accreditation committee shall conduct one or more site visits to determine progress made on noncompliance issues.
- (3) Accreditation committee actions. The accreditation committee shall make a recommendation to the director of the department regarding accreditation status of the school or school district. This recommendation shall be contained in a report to the school or school district that includes areas of strength, areas in need of improvement, and, if any, the areas still not in compliance. The committee shall provide advice on available resources and technical assistance for meeting the accreditation standards. The school or school district may respond in writing to the director if it does not agree with the findings in the Phase II accreditation committee report.
- (4) State board of education actions. The director of the department shall provide a report and a recommendation to the state board as a result of the Phase II accreditation committee visit and findings. The state board shall determine accreditation status. When the state board determines that a school or school district shall not remain accredited, the director of the department shall collaborate with the school or school district board to establish an action plan that includes deadlines by which areas of noncompliance shall be corrected. The action plan is subject to approval by the state board.

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(5) Accreditation status. During the period of time the school or school district is implementing the action plan approved by the state board, the school or school district shall remain accredited. The accreditation committee may revisit the school or school district and determine whether the areas of noncompliance have been corrected. The accreditation committee shall report and recommend one of the following actions:

1. The school or school district shall remain accredited.
2. The school or school district shall remain accredited under certain specified conditions.
3. The school or school district shall have its accreditation removed as outlined in Iowa Code section 256.11(12).

The state board shall review the report and recommendation, may request additional information, and shall determine the accreditation status and further actions required by the school or school district as outlined in Iowa Code section 256.11(12).

DIVISION IX  
EXEMPTION REQUEST PROCESS

**281—12.9(256) General accreditation standards exemption request.** A school or school district

may seek department approval for an exemption as stated in Iowa Code sections 256.9(48) and 256.11(8). The school or school district shall submit the exemption request to the director of the department with, at a minimum, the following: (1) the written request and (2) the standard exemption plan as described in subrule 12.9(1). For the 1999-2000 school year, the written request and plan shall be submitted before October 1, 1999. For subsequent school years, the written request and plan shall be submitted on or before January 1 preceding the beginning of the school year for which the exemption is sought. The exemption request may be approved for a time period not to exceed five years. The department may approve, on request of the school or school district, an extension of the exemption beyond the initial five-year period. The department shall notify the school or school district of the approval or denial of its exemption request not later than March 1 of the school year in which the request was submitted.

**12.9(1) General accreditation standards exemption plan.** The plan shall contain, but is not limited to, the following components:

- a. The standard or standards for which the exemption is requested.
- b. A rationale for each general accreditation standard identified in paragraph "a." The rationale shall describe how the approval of the request will assist the school or school district to improve student achievement or performance as described in its comprehensive school improvement plan.
- c. The sources of supportive research evidence and information, when appropriate, that were analyzed and used to form the basis of each submitted rationale.
- d. How the school or school district staff collaborated with the local community or with the school improvement advisory committee about the need for the exemption request.
- e. Evidence that the board approved the exemption request.
- f. A list of the indicators that will be measured to determine success.
- g. How the school or school district will measure the success of the standards exemption plan on improving student achievement or performance.

In its annual progress report as described in paragraph 12.8(3) "b," the school or school district that receives an exemption approval shall include data to support increased student learning, achievement, or performance that has resulted from the approved standards exemption.

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**12.9(2) General accreditation standards exemption request and exemption plan review criteria.**

The department shall use the information provided in the written request and exemption plan as described in subrule 12.9(1) to determine approval or denial of requests for exemptions from the general accreditation standards. The department will use the following criteria for approval or denial of an exemption plan:

- a. Components "a" through "g" listed in subrule 12.9(1) are addressed.
- b. Clarity, thoroughness, and reasonableness are evident, as determined by the department, for each component of the accreditation standards exemption plan.

These rules are intended to implement Iowa Code sections 256.11, 280.23, and 256.7(21).

[Filed 3/4/88, Notice 7/15/87—published 3/23/88, effective 4/27/88\*]

[Filed 8/19/88, Notice 6/29/88—published 9/7/88, effective 10/12/88]

[Filed emergency 7/7/89—published 7/26/89, effective 7/7/89]

[Filed 10/13/89, Notice 7/26/89—published 11/1/89, effective 12/6/89]

[Filed 9/13/91, Notice 2/6/91—published 10/2/91, effective 11/6/91]

[Filed 1/15/93, Notice 9/16/92—published 2/3/93, effective 3/10/93]

[Filed 2/11/94, Notice 10/27/93—published 3/2/94, effective 4/6/94]

[Filed 11/17/94, Notice 9/28/94—published 12/7/94, effective 1/11/95]

[Filed 10/24/97, Notice 8/27/97—published 11/19/97, effective 12/24/97]

[Filed 6/25/99, Notice 4/7/99—published 7/14/99, effective 8/18/99]

[Filed 1/16/01, Notice 10/4/00—published 2/7/01, effective 3/14/01]

[Filed 8/10/01, Notice 4/18/01—published 9/5/01, effective 10/10/01]

\*Effective date of Chapter 4 delayed 70 days by Administrative Rules Review Committee at its meeting held April 20, 1988.

APPENDIX C  
THE IOWA MODEL:  
Agreement between IOWA Dept. of Education and U.S. Dept. of Education  
September 1997

## Introduction

In September of 1997, the Iowa Department of Education and representatives of the United States Department of Education forged an agreement hereafter referred to as the “Iowa Model.” The Iowa Model allowed Iowa the opportunity to continue to demonstrate the local control values that have created a strong educational system within the state while at the same time meeting the requirements inherent in the Improving America’s Schools Act of 1994. **(Exhibit A: Iowa Model; Exhibit B: Standards: Iowa’s Approach)**

Before the Iowa Model could be agreed upon, representatives from the United States Department of Education, Title I and Goals 2000 programs closely examined the relationship between federal requirements and Iowa accreditation standards. Both pieces focused on high expectations for student achievement especially in the areas of reading and mathematics. The federal legislation asked that states establish content and performance standards, while Iowa placed this responsibility on LEAs.

What follows is Iowa’s Title I final assessment response to the United States Department of Education that demonstrates Iowa’s progress toward meeting the expectations set forward in our agreement, Iowa Model. The Iowa Department of Education feels that the state has exceeded many of the requirements set forth in the original agreement, including the recent passage of Iowa House File 2272 that mirrors many of the requirements set forth in the federal legislation.

This report contains evidence substantiating Iowa’s compliance with the Title I assessment requirements. It has been formatted to align with the U.S. Department of Education Peer Review Guidance document in order that reviewers may easily locate information. Each question is addressed with a detailed response, followed by Iowa’s future plans where appropriate. In order to reduce repetition, the state education monitoring system is described only once in this document. The description follows this introduction and from that point on the necessary system processes are identified, as applicable, at the end of each set of questions.

### **Iowa’s Education Monitoring System:**

Although Iowa is a local control state a number of SEA monitoring processes exist to help guide LEAs toward meeting state and federal requirements. This system allows the SEA to assess local district needs, track their progress in meeting student needs, provide feedback and technical assistance, allocate resources to identified needs, and inform Area Education Agencies (AEAs) of technical assistance needs from LEAs they serve. These include, but are not limited to:

- **Comprehensive School Improvement Planning (CSIP) process:** Requires school districts and accredited nonpublic schools to submit a five year comprehensive plan that identifies their student needs, content standards, long range and annual improvement goals, actions to meet those needs, and specifies data sources to document progress toward district goals. This process is a five-year cycle, but it is flexible to allow schools to provide updates as they are warranted. CSIP submissions from all school districts were received by September 15, 2000, and will be reviewed during the week of September 26 through 30, by Iowa Department of Education and AEA representatives. Fall 2000 is the baseline date for this process. A process for reviewing these plans including inter-rater reliability, collecting

statewide summary data, and providing feedback to LEAs will be implemented as part of the review process. Results from the review process requiring technical assistance for continuous improvement will be summarized and provided to area education agencies. Follow-up from the SEA will be provided in written form, in person on-site reviews, and in documentation required from schools and school districts within a specified time period. **(Exhibit C: Checklist; Exhibit D: Matrix; Exhibit E: Reader's Guide for CSIP)**

- **Annual Progress Report (APR) process:** This process requires school districts and accredited nonpublic schools to provide information that is reported to local stakeholders (public reporting) and to the Iowa Department of Education. **(Exhibit F: District Checklist; Exhibit G: Database Forms)** Required elements include:
  1. The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher reading status using at least three achievement levels and by gender, race, socioeconomic status, student with disabilities, and other subgroups as required by state or federal law.
  2. The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher mathematics status using at least three achievement levels and for gender, race, socioeconomic status, students with disabilities, and other subgroups as required by state or federal law.
  3. The percentage of all eighth and eleventh grade students achieving proficient or higher science status using at least three achievement levels.
  4. The percentage of students considered as dropouts for grades 7 to 12 by gender, race, students with disabilities, and other subgroups as required by state and federal law.
  5. The percentage of high school seniors who intend to pursue post-secondary education/training.
  6. The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success. This measure should be the measure used by a majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution.
  7. The percentage of high school graduates who complete a core program of four years of English-language arts and three or more years of mathematics, science, and social studies.

Each school district is required to report progress on their annual improvement goals established for improvement in reading, mathematics, and science. Goals must be established that indicate a desire to steadily improve student achievement for a particular grade level or a particular subgroup depending on the results and analysis of their local student achievement data. Goals cannot be established that establish lower performance levels than those established by the state if the state achievement levels are used for goal setting. If a school district elects to use performance levels on measures other than the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development they must demonstrate that the performance levels are comparable to those established by the state. Schools/school districts that do not meet their goals for two consecutive years are contacted by the SEA and a self-study is initiated within department parameters. Schools in need of improvement will be identified using the goal attainment deficiency by a district.

Annual Progress Report submissions from all school districts were received by September 15, 2000. The Iowa Department of Education Title I staff will review each local school district APR in October of 2000 to determine compliance with state and

federal assessment requirements. Enclosed is a copy of the database form that is used to enter each district's required data. The database allows the Iowa Department of Education to collect information on local assessment processes and to determine strengths and weaknesses in the local assessment system. Those districts not meeting requirements will be cited by the SEA and requested to send in the required data within thirty days of notification. Those unable to provide such data will work with their AEA and the Iowa Department of Education to establish timelines for which requirements are met. Results from the Fall of 2000 provide the baseline data for this process. A system for the SEA to analyze these reports, collect statewide summary data, and provide feedback to LEAs will be implemented as part of the review process.

- **School Accreditation Process:** All accredited nonpublic schools and school districts in Iowa are accredited according to the process outlined in Iowa Code section 256.11(10). The Iowa Department of Education uses a Phase I and Phase II process. **(Exhibit H: Chapter 12, General Accreditation Standards 12.8(4))**

Phase I consists of ongoing monitoring by the SEA to determine if the goals established through a comprehensive school improvement plan are met by the school/school district and that all other accreditation standards are met. Phase I consists of two components: an annual comprehensive desk audit and a comprehensive site visit at least once every five years.

The desk audit consists of review of annual documentation submitted by the accredited school/school district by a school improvement department consultant and a review of comprehensive school improvement plans and annual progress reports by teams of individuals who have been trained for inter-rater reliability. When a desk audit indicates that accreditation requirements and/or attaining of annual improvement goals as reported in the Annual Progress Reports are not being met, actions are taken by the SEA. Additional documentation may be sought, technical assistance may be provided, a site-visit may be established, or a self-study may be initiated.

An on-site visit is scheduled on a five-year cycle, so that approximately 20% of Iowa's school districts receive a visit each year. This team review process provides another opportunity to verify evidence submitted through the CSIP, APR, and other documents required by the Iowa Department of Education. Stakeholders are interviewed through a consistent structured process that provides evidence of the extent and depth of the implementation of school improvement processes reported on the CSIP. Team members will be trained each year by SEA staff in the format and protocols to be used on site. An exit conference is held with LEA representatives and a follow-up written report is provided outlining strengths, needed improvements, and compliance issues. As noted above under the desk audit procedures, actions are taken by the SEA if deficiencies are noted.

If the accredited school/school district does not meet the compliance requests within a reasonable timeframe established by the SEA, the director of the Iowa Department of Education may place the school or school district in a Phase II accreditation process. The process for Phase II is outlined in Chapter 12 Rules and can result in the removal of accreditation by the State Board of Education.

- **SEA Title I reviews:** In addition to participating on school district accreditation visits with SEA school improvement consultants, state Title I consultants conduct numerous separate reviews of LEA Title I programs. SEA Title I staff members also

work closely with AEA Title I contact people to provide ongoing technical assistance to teachers and administrators at the local level.

- **Area Education Agency Accreditation process:** Iowa legislation requires that each area education agency receive an on-site visit as part of its accreditation process. This process is on a three-year cycle, so that one-third of the fifteen AEAs are visited each year. This provides additional opportunities to verify evidence submitted through documentation regarding AEA support of local initiatives. The main areas of focus during the visits are: media and technology, services for students with special needs, and other educational services (e.g., needs assessment, align the technical support and leadership expected of AEA services to improve LEA school improvement processes planning, research, assessment and evaluation, and professional development). Accreditation standards for AEAs such as the establishment of rigorous standards, implementation of research-based practices to improve curriculum and instruction, analysis of data to establish goals, and development of multiple assessment measures aligned with local standards. Data is gathered through AEA comprehensive plans and on-site visits to verify the existence of quality programs and services to LEAs. **(Exhibit I: Accreditation of Area Education Agency Programs and Services-Iowa Code 281(72))**
- **Annual Condition of Education Report:** This document is prepared by the Iowa Department of Education and provided to various stakeholders across the state including LEAs. Over 3,000 copies of the 1999 report were distributed statewide. In the ten years that this report has been prepared, state policy makers and community leaders have come to rely upon it as a valuable resource. It provides a wealth of useful data about many areas related to quality education in Iowa. Policy makers such as the State Board of Education use the information in the report as a “bully pulpit” across the state in their advocacy of an improved education system in Iowa. It reports the aggregate of student achievement and assists LEAs as they benchmark their own performance against that of other districts. The statewide data are reported on the indicators. These indicators, listed with the description of the CSIP process earlier in this document, are also used across various state government entities, such as the departments of Health, Human Services, and Workforce Development, to monitor the health of our education system. The Annual Condition of Education Report can be located on the Iowa Department of Education Web site at **[www.state.ia.us/educate](http://www.state.ia.us/educate)**.
- **Equity Reviews:** Annually, the SEA conducts equity reviews of LEAs to monitor multicultural and gender fair approaches to the educational program. These are defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background. The reviews address specific requirements to be met by school districts in order to become accredited. Refer to Chapter 12, p.8, General Accreditation Standards, Iowa Administrative Code.
- **Basic Education Data Survey (BEDS):** Our strategy for collection of consistent information on most accreditation standards includes an annual web-based data collection form. All accredited schools must complete two parts to this survey. There are several levels of review within the SEA to check for data integrity, compliance with accreditation standards, and content accuracy.

- **English Language Learners (ELL) Data Collection:** Each school district will report on the annual Basic Educational Data System (BEDS) the number of ELL at each achievement level on the districtwide assessments. The common voluntary measure used is the Iowa Test of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED). School districts will also report the number of inservices provided to the ELL teachers and the native language assessments that are being used by the LEA. **(Exhibit J: ELL BEDS Data Collection Form)**
- **Students with Disabilities:** The Information Management System is in place for the state of Iowa. This electronic on-line data collection includes information on all students with an Individual Education Plan. All data required by federal law for IEPs is collected by both AEAs and LEAs. This data can be reviewed, analyzed, sorted, tracked over time, etc. by the system.

During the 2000-01 school year additional monitoring will be included in the comprehensive school improvement site visit. Site teams will review the disaggregated data on students with disabilities, board policies, implementation of the IEPs, and instructional approaches used for diverse learners. This information will be collected through review of documents and interviews with staff, community members, and students.

## **PART I: GENERAL CHARACTERISTICS**

### **PART IA. CONTENT, GRADE LEVELS, AND ADMINISTRATION**

**A1)** Does the State have a statewide system for assessing all schools in the selected grade spans, including Title I schools? If not, does the State at least have a system for assessing students in Title I schools in relation to performance on State standards?

#### **Evidence:**

- In 1988, the Iowa legislature passed Iowa Code sections 280.12/280.18, which requires all LEAs and approved nonpublic schools to assess local needs and establish local student achievement goals with evaluation of progress, which was reported to their public and the state. **(Exhibit H: Chapter 12, General Accreditation Standards)**
- In 1998, the Iowa legislature passed Iowa House File 2272 which requires the State Board of Education to develop and adopt rules, by July 1, 1999, incorporating accountability for student achievement into the standards and accreditation process described in section 256.11. The rules replaced the school improvement processes and reporting requirements for 280.12/280.18 and provide for the following:

This legislation includes requirements that all public school districts and accredited nonpublic schools develop, implement, and file with the SEA a comprehensive school improvement plan that includes, but is not limited to, demonstrated school, parental, and community involvement in assessing educational needs, establishing local education standards and student achievement levels, and, as applicable, the consolidation of federal and state planning, goal-setting, and reporting requirements.

The State Board of Education was required to establish academic indicators in mathematics and reading in grades 4, 8, and 11, in science in grades 8 and 11, and another set of core indicators that includes, but is not limited to, graduation rate, post-secondary education, and successful employment in Iowa.

Annually, the SEA shall report state data for each indicator in the condition of education report.

A requirement that all school districts and accredited nonpublic schools annually report to the SEA and the local community the districtwide progress made in attaining student achievement goals on the state academic and other core indicators and the districtwide progress made in attaining locally established student learning goals. The school districts and accredited nonpublic schools shall demonstrate the use of multiple assessment measures in determining student achievement levels. The school districts and accredited nonpublic schools may report on other locally determined factors influencing student achievement. The school districts and accredited nonpublic schools shall also report their results by individual attendance center. Iowa Code 12.8(1)(f) states that, “Each school or school district shall include in its comprehensive school improvement plan provisions for districtwide assessment of student progress for ALL students.”

- The Iowa Early Intervention/Class Size Reduction program: Iowa school districts receive funds to reduce class size in grades K-3. In 2000-2001, twenty million dollars is distributed to LEAs statewide. The initiative requires districts to identify early intervention goals toward improving achievement especially in reading, document diagnostic reading assessments for grades K-3, and identify activities to improve reading. The House File 743 Early Intervention Act also requires all districts to administer reading assessments for students in grades K-3 and report progress to the SEA and community as part of their annual reporting requirements. (**Exhibit K: April 1999, Letter from Iowa Department of Education to LEAs; Exhibit H: Chapter 12, p. 17, General Accreditation Standards**)

### **Plans:**

- The Iowa Department of Education and State Board of Education plans to continue to review the reporting process to monitor change and trends for future policy implications over time.
- The Annual Condition of Education Report for 2000 will include additional indicators to provide additional information as required by state or federal initiatives.

**A2) Does the State assessment system measure the performance of students in Title I schools using a statewide test, local assessments, or some combination?**

### **Evidence:**

- Chapter 12 (General Accreditation Standards) of the Iowa Administrative Code, School Rules of Iowa indicate that LEAs are required to submit information on state indicators for all enrolled students
  - ◆ The percentage of students in Grades 4, 8, and 11 achieving proficient or higher reading status using at least three achievement levels. These data are to be disaggregated by gender, race, socioeconomic status, students with disabilities, English language learners, and migrant status.
  - ◆ The percentage of students in Grades 4, 8, and 11 achieving proficient or higher mathematics status using at least three achievement levels. These data are to be disaggregated by gender, race, socioeconomic status, students with disabilities, English language learners, and migrant status.
  - ◆ The percentage of students in Grades 8 and 11 achieving proficient or higher science status using at least three achievement levels.

- ◆ Dropout rates.
  - ◆ Postsecondary education/training intentions of high school seniors.
  - ◆ Percentage of students achieving a score or status on a measure indicating probably postsecondary success.
  - ◆ Percentage of graduates completing a core program of four years of English-language arts and three or more years each of mathematics, science, and social studies.
- In Iowa, virtually all school districts administer the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) as a common voluntary measure.
  - Additionally, LEAs and schools are required by Iowa Code 280.8(3)(5) to use multiple assessment tools (including multiple formats) to demonstrate coverage of all standards within selected grade spans. Multiple measures for math and reading are to be reported by LEAs by September 15, 2001, for the 2000-01 school year and for science by September 15, 2003 for the 2002-2003 school year.

### **Plans:**

- The SEA will supply LEAs and schools with a matrix to use as they submit evidence of coverage of their standards at selected grade levels within each grade span. Baseline data will be collected during fall 2001, when LEAs submit this information as part of their annual progress report (APR). **(Exhibit L: September 2000, Letter from Iowa Department of Education to LEAs)**

If the State assessment system includes LEA-adopted or developed assessments, how does the State ensure the quality and rigor of the assessments?

### **Evidence:**

- The 15 Area Education Agencies (AEAs), are the intermediate service agencies in Iowa that work directly with school districts. The AEAs provide ongoing technical assistance to schools and are critical to the success of Iowa's system of education. No other state has the unique and vital relationship existing between the Iowa Department of Education, the AEAs, and LEAs. These three facets of the educational system work and learn together to improve teaching and learning for all of Iowa's children. The focus in Iowa is on providing the support and assistance needed by the LEAs to increase student achievement. The leadership and initiatives provided through the collaborative work of the Iowa Department of Education, institutions of higher education, professional organizations and the AEAs, play a key role.
- ***Connecting School Improvement Institutes (CSI)***  
Annually, the Iowa Department of Education in collaboration with the AEAs schedules at least six days of professional development activities, annually, to address current educational issues. AEA staff are trained to work with LEAs on rules, procedures, and a common language. The Technical Assistance Manual, CD-ROM for standards development, and the manual entitled, *Implementing a Districtwide Standards-Referenced Assessment System (DSRAS)* are used in conjunction with this training. **(Exhibit M: Technical Assistance Manual; Exhibit N: Standards Development for School Improvement, CD-ROM; and Exhibit O: DSRAS Manual)**
- ◆ **1998-99 Focus for CSI:**

The 1998-99 academic year focused on the development and implementation of a districtwide standards-referenced assessment system. Attendees (approximately 250) were

primarily AEA staff, with additional representation from school districts and Iowa Department of Education. The purpose of the presentations was to allow the attendees an opportunity to develop a deeper understanding of best practices in assessment, and to design accountability systems that would reflect that understanding. A videotaped copy of all presentations was provided to each AEA.

Documentation for the institutes included the DSRAS manual and a companion technical assistance manual on reliability and validity. Both documents have been provided to all school districts to assist in their work. The latter document is very similar to the *Critical Issues in Large-Scale Assessment* (CILSA) document being prepared by the CCSSO Technical Issues in Large-Scale Assessment SCASS group.

During October of 1998, the Iowa Department of Education sponsored an interactive session over the Iowa Communications Network (ICN). Following brief presentations on various formats of assessments, audience interaction focused on clarification of expectations and strategies for solutions to their needs.

Two technical training seminars (attended by at least two individuals from each AEA, along with some school district and Iowa Department of Education representatives) were held to further develop capacity for those individuals who would most likely be providing assistance to school districts in examining the technical adequacy of assessments. A videotape copy of all presentations was provided to each AEA.

♦ **1999-2000 Focus**

The focus of the institutes during the 1999-2000 academic year was the development and implementation of comprehensive school improvement plans. Those plans are directed toward compliance with Iowa House File 2272 School Rules in the Iowa Administrative Code, Chapter 12, General Accreditation Standards. Attendees were staff from Area Education agencies. The purposes of the presentations were to allow the attendees an opportunity to develop a deeper understanding of comprehensive school improvement planning and to better prepare AEA staff to support the efforts of their school districts in developing and implementing comprehensive school improvement plans. **(Exhibit P: CSI agendas)**

- **IOWA COLLABORATIVE INSTRUCTIONAL IMPROVEMENT CENTER**  
THE IOWA COLLABORATIVE FOR INSTRUCTIONAL IMPROVEMENT CENTER INITIATIVE A STATEWIDE EFFORT THAT HAS BEEN INITIATED TO BUILD THE CAPACITY OF AREA EDUCATION AGENCY AND LOCAL EDUCATION AGENCY STAFF AS THEY DEVELOP STANDARDS-REFERENCED ASSESSMENT SYSTEMS AND BUILD UPON THEIR UNDERSTANDING OF INSTRUCTIONAL IMPROVEMENT THROUGH THE USE OF RESEARCH-BASED BEST PRACTICE. THE INITIAL FOCUS WILL BE IN THE AREAS OF MATH AND READING. VISIONS ARE TO EXPAND THESE INTO OTHER CURRICULAR AREAS.

Purposes of the center include:

- Connecting assessment and instruction
- Building statewide capacity for standards referenced assessments
- Developing standards referenced assessments
- Building statewide capacity in assessment literacy

- Assisting Iowa educators to expand their understanding of the role of assessment in school improvement.

The development of this initiative was influenced by proposals from Dr. Rick Stiggins, representing the Assessment Training Institute (ATI), and from Dr. Ed Roeber, representing *Measured Progress*. Both proposals were combined to form a conceptual framework that has been received and accepted by the AEA chief administrators.

The initial activities of the center included:

- Identification of the standards and benchmarks that were common among all local public and accredited nonpublic schools in the state. All such schools and school districts were invited to submit their standards and benchmarks for review, which was conducted by McREL. Final content specifications were cross-referenced with national tests (e.g., National Assessment of Educational Progress, ITBS, Third International Mathematics & Science Study), and served as a foundation for the development of instrumentation and identification of instructional best practice.
- Facilitating training in assessment literacy to AEAs and LEAs throughout the state, using a train-the-trainer model. This process was developed and facilitated by Rick Stiggins and the Assessment Training Institute.
- Developing technically adequate assessment modules around the common framework (content specifications). Operational forms of these modules will be available to LEAs for use (at their own discretion) as part of their unique districtwide assessment systems. This process was designed for cost-efficiency, to avoid duplication of efforts across the state, and to focus support to address common needs. This process is being facilitated by Ed Roeber, formerly with CCSSO, currently with *Measured Progress*, and Allen Doolittle, formerly with ACT, currently with *Measured Progress*. Test modules (which include selected response, short constructed response, and extended constructed response items) will be piloted during the fall of 2000, with field testing during the spring of 2001. They will be fully operational during the 2001-2002 school year.

AEAs are expected to assist LEAs in selecting modules that are aligned with local district standards, as well as ensuring technical soundness of selected instruments. AEAs are also expected to work with LEAs on issues of data analysis, interpretation, disaggregation, and summarizing and reporting results. The ultimate goal of the initiative is to develop the capacity to use data-based decision-making processes to improve teaching and learning.

LEAs also have the flexibility to purchase assessment instruments from other vendors, such as New Standards, ACT (PLAN, ACT assessments), Advanced Placement, and Northwest Evaluation Association or they may create their own criterion-referenced measures, portfolios, graphic representations, classroom observation forms, etc. The expectation is that LEAs conduct alignment work (with assistance from AEAs) to ensure adequate coverage of their standards. Documentation of LEA standards coverage will be collected during the fall 2001 APR cycle. **(Exhibit Q: Iowa Collaborative Instructional Improvement Center or ICIIC; Exhibit R: February 2000, Letter from Iowa Department of Education to LEAs)**

### **Plans:**

- There will be ongoing capacity building regarding all facets of comprehensive school improvement planning, including assessment issues, through LEA and AEA professional development activities and meetings, professional conferences, and requested presentations on assessment, data collection, analysis, and interpretation, accountability, and instructional decision-making.
- The ICIIC assessment modules in mathematics and reading are being piloted during fall 2000, will be field tested during spring of 2001, and will be operational for the 2001-2002 school year. **(Exhibit S: Reading Standards and Benchmarks for Grades 3-5, McREL Institute)**
- The 2000-2001 Connecting School Improvement Institute is focusing on reading achievement using LEA, regional, and state data.

**A3) How does the State evaluate the effectiveness of schools that do not contain any of the grade spans covered by the State assessment system (e.g., K-2 schools)?**

**Evidence:**

- Iowa had 1,533 accredited public schools during the 1999-2000 school year. Virtually all documented the required grade spans for reporting of student achievement. Most schools have a student population that feeds directly into a school with the required reporting grade, for these schools, the documentation for success is reported by the feeder school. For the few schools that do not feed directly into an intermediate-level school site, school districts have been asked to provide evidence of student success by “back-mapping” the achievement of students who have attended the K-2 school sites. Goals for K-3 across the state are reflective of the goals of Early Intervention/Class Size Reduction initiative.
- In addition, the H.F. 743 Early Intervention Act requires all districts to administer diagnostic reading assessments for students in grades K-3, report student achievement and teacher interventions to improve student achievement in the basics, especially reading, to the student parents biannually, and report progress to SEA and community on early intervention goals as part of their annual reporting requirements.

**A4) How does the State incorporate multiple measures of student achievement?**

**Evidence:**

- Multiple measures of student achievement are required by Iowa House File 2272 and by Chapter 12 (School Rules of Iowa) of the Iowa Administrative Code. Iowa code 12.8(1)(f) states, “ Each school or school district shall include in its comprehensive school improvement plan provisions for districtwide assessment of student progress for all students. The plan shall identify valid and reliable student assessments aligned with local content standards. These assessments are not limited to commercially developed measures.” Additionally, Iowa Code 12.8(3) states that districts shall report annually “...multiple assessments for reporting achievement for all students in the areas of reading and mathematics by September 15, 2001, and for science by September 15, 2003.” As part of the LEA districtwide assessment systems, school districts must use a variety of measures, and different methods of measurement, in providing evidence that they have adequately assessed their standards for identified grades and content areas. Also, see response to A2.

**Plans:**

- The Iowa Department of Education is also awaiting the work of the Comprehensive Assessment Systems (CAS). CAS is part of the initiative, State Collaborative on Assessment and Student Standards (SCASS) sponsored by the Council of Chief State School Officers or CCSO. The work combines multiple measures in an accountability system, so that these concepts can be studied as they pertain to a local control environment.

**A5) Are the assessments administered annually, covering the required grade spans and content areas, incorporating the measurement of higher order thinking skills and understanding, and yielding scores in at least mathematics and reading?**

**Evidence:**

- Pursuant to Iowa HF2272 and Chapter 12, students are assessed in Grades 4, 8, and 11 on an annual basis in reading and mathematics, and in science in Grades 8 and 11, using a standardized, norm-referenced achievement test. Multiple measures of assessment in mathematics and reading are to be in place for fall 2001 reporting. Multiple measures of assessment in science are to be in place for fall 2003 reporting. Also, see response to A2.
- Iowa Code, Chapter 12.8(1)(c.) (2) requires LEAs to incorporate and assess, higher order thinking skills into their educational program. The Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED) guide for school administration provides detailed information on the types of test items students are expected to answer. ITBS cites use of the Association of Supervision and Curriculum development (ASCD) categories of core thinking skills in test development. In reading, the majority of items require students to construct inferential or evaluative meaning from passages. In mathematics, the majority of items require students to make inferences or predictions based on data, and apply reasoning skills to solve novel problems and evaluate the appropriateness of solutions. **(Exhibit T: Iowa Tests of Basic Skills and Iowa tests of Educational Development Interpretive Guides)**

***Monitoring System – processes in place for Part I-A:***

- McREL Data
- Annual Progress Report process (includes section to be implemented fall 2001).
- School (LEA) Accreditation process (5-year cycle)
- AEA Accreditation process (3-year cycle)
- CSIP (also contains evidence of diagnostic reading assessment)

**PART IB. INCLUSION**

**B1) Do the State data on assessment participation rates indicate that virtually all students are included in the assessment and that their scores are used to evaluate school and district progress?**

**Evidence:**

- Yes. The following table shows Iowa student participation rates in Iowa Tests of Basic Skills and Iowa Tests of educational Development for reading and mathematics for the biennium periods of 1997-99 and 1998-00. The data demonstrate that Iowa has a high percentage of students already participating in the voluntary testing. The trend data also demonstrate that as more emphasis is placed on inclusion, the participation rates have improved and will be expected to improve dramatically over the next few years.

IOWA STUDENT STATE PARTICIPATION RATES IN IOWA TESTS OF BASIC SKILLS AND IOWA TESTS OF EDUCATIONAL DEVELOPMENT READING AND MATHEMATICS TESTING							
		Biennium Period 1997-1999			Biennium Period 1998-2000		
		Average Enrollment	Number Tested	Percent Tested	Average Enrollment	Number Tested	Percent Tested
Reading	Grade 4	39,293	37,000	94.16%	40,182	38,700	96.31%
	Grade 8	41,088	36,000	87.62%	41,267	38,800	94.02%
	Grade 11	40,628	29,000	71.38%	40,407	31,100	76.97%
Mathematics	Grade 4	39,293	37,000	94.16%	40,182	38,400	95.57%
	Grade 8	41,088	36,000	87.62%	41,267	38,600	93.54%
	Grade 11	40,628	29,000	71.38%	40,407	31,700	78.45%

SOURCES: Iowa Testing Programs, University of Iowa and Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.

- The Individuals with Disabilities Act presupposes that all special education students will fully participate in all districtwide assessments in the same manner as their non-disabled peers **unless** a staffing team determines that: 1) such participation is not appropriate without reasonable accommodations or 2) such assessment is not appropriate and identifies an alternate form of assessment. **(Exhibit U: September 17, 1998, Letter from Iowa Department of Education to LEAs)**

### **Plans:**

- Beginning with the APRs that will be due for the fall of 2001, districts and accredited nonpublic schools will be required to report, as part of their annual progress reports, participation rates for all students and for students in disaggregated groups in specified grade levels. This data will be verified with state-level data that the Iowa Department of Education receives from the Iowa Testing Programs (ITP). Districts and schools who report rates that are discrepant with state data will be asked to justify their reported participation rates to assure the state that all children are being included. This will be phased in with the ITBS and ITED and will be expanded to include multiple measures beginning in the fall 2002. **(Exhibit V: Their Future...Our Guidance, Iowa Department of Education, Appendix C, p.96 ff; and Exhibit W: IEP Team Guide to Student Participation in Districtwide Assessment, July 1999)**

## **B2) What policies does the State have for including students with disabilities in their assessment system?**

### **Evidence:**

- The Individuals with Disabilities Act presupposes that all special education students will fully participate in all districtwide assessments in the same manner as their non-disabled peers **unless** a staffing team determines that: 1) such participation is not appropriate without reasonable accommodations or 2) such assessment is not appropriate and identifies an alternate form of assessment . **(Exhibit V: Their**

**Plans:**

- Currently implementing a new monitoring system to integrate data from various sources for students with special needs as per OSEP guidelines.

Does the State policy result in participation rates that provide meaningful data on how well students with disabilities are performing relative to State standards?

**Evidence:**

- Participation rates tend to follow current national trends. From ITBS/ITED data for 1998-1999 school year, between 94 and 96% of the students participated at Grades 4 and 8; about 77% at Grade 11. With more emphasis on inclusion, and implementation of the new monitoring system for students with disabilities, trends will be expected to improve dramatically over the next few years, as indicated by current biennium data from ITP. Also, refer to response to question A2. **(Exhibit X: Iowa Biennium Summaries of Iowa Statewide Achievement Data, August 2000)**

What policies are provided regarding appropriate accommodations for students with disabilities and the use of alternate assessments?

**Evidence:**

- Please refer to responses to questions B1 and B2. **(Exhibit V: Their Future...Our Guidance, Iowa Department of Education, Appendix C, p.96 ff; Exhibit W: IEP Team Guide to Student Participation in Districtwide Assessment, July 1999; Exhibit Y: Special Education Assessment Standards; Exhibit Z: FAQs about ITBS/ITED Testing; and Exhibit AA: Iowa Administrative Rules of Special Education)**

**Plans:**

- The 1997 amendments to the Individuals with Disabilities Education Act (IDEA) included a requirement that all students with disabilities be included in states' accountability systems. In Iowa the accountability system is the establishment and progress towards annual improvement goals. In 1998-99 the SEA provided guidance for including children and youth with disabilities in large-scale assessments such as ITBS/ITED.
- The next phase for including all children and youth with disabilities into the accountability system is to provide alternate assessments for those who are not able to participate in ITBS/ITED. Alternate assessments will be aligned with the local content standards for reading and mathematics. This means, in practical application, that pre-reading/communication skills and mathematics skills will be identified for children and youth with significant disabilities. Alternate assessments aligned with these standards will be sufficiently flexible to meet the needs of difficult-to-assess students with disabilities. The reporting expectations for the alternate assessment will mirror that of all other students. It

is expected that the number of students who need access to an alternate assessment will be relatively small (1 to 2 percent) of the total Iowa student population. The IEP team makes assessment decisions for students with disabilities. These teams, along with AEA consultants, will continue to receive technical assistance from the SEA.

- A statewide committee is continuing to work on the development of an alternate assessment for this population. Additional technical assistance and training for the implementation of alternate assessments will be available early in 2001 with the expectation that the alternate assessment process will begin in the spring of 2001.

### **B3) Does the State have a policy in place for maximizing the inclusion of LEP students in the statewide assessment?**

#### **Evidence:**

- State guidance for the inclusion of English Language Learners (ELL) in districtwide assessment states, “that all ELL must participate in the districtwide assessment to the extent practicable in the language and form most likely to yield accurate and reliable results.” The DSRAS guidance highlights issues related to full participation for all students. This section applies to English language learners as well as to students with disabilities.

#### **Plans:**

- A Web-based data collection system for ELL students is currently being implemented. These new pages are part of the statewide web-based data collection system, through which LEAs submit information for their biannual BEDS (Basic Educational Data Survey) report to the Iowa Department of Education. ELL statewide participation rates can be maintained through district annual reporting of data on the APR and on School Improvement team visits to LEAs. ELL consultants in each AEA reviewed the ELL guidance document and meet regularly to discuss related inclusion issues. Training is provided on an “as needed” basis.

### **Does the State policy result in participation rates that provide meaningful data on how well LEP students are performing relative to State standards?**

#### **Evidence:**

- ELL disaggregated data from the ITBS and ITED was reported to the SEA for the first time on September 15, 2000. These data will be reported for the first time by the state in the Annual Condition of Education report. This report is widely distributed and placed on the Iowa Department of Education’s Web site. (**Exhibit X: Iowa Biennium Summaries of Iowa Statewide Achievement Data, August 2000**)

#### **Plans:**

- In the 2000-2001 school year, districts will be required to report on local participation rates, including subgroup populations, on the districtwide assessment.

- SEA will report out on statewide student participation rates in grades 4, 8, and 11 on the Iowa Test of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED) beginning with the 1999-2000 Annual Condition of Educational Report.

What policies are provided regarding appropriate accommodations and linguistically accessible assessments for LEP students?

**Evidence:**

- ELL guidelines, pages 2-4 additional information on native language assessments provided by ELL consultant to AEAs and LEAs. Please refer to B3.

**B4) Does the State offer native language assessments for some LEP populations? Are policies in place to ensure that they are used appropriately? If not, why not? Is it practicable to offer these in the future?**

**Evidence:**

- ELL guidelines which have been distributed to all schools and school districts and placed on the Iowa Department of Education's Web-site are intended to elicit the conversations that school personnel need to conduct to make decisions on a case-by-case basis regarding the inclusion of an English language learner in the districtwide assessment program. The offering of native language assessments for LEP populations is a local decision and a local responsibility, when practicable.

**Plans:**

- Please refer to the response under question B3, "Plans".

Does the State require that staff conducting native language assessment possess adequate proficiency in the native language? Are they adequately prepared and trained in the assessment procedure?

**Evidence:**

- Iowa does not require that staff conducting native language assessment possess adequate proficiency in the native language. However the SEA and AEAs provide technical assistance and training to local staff.

**Plans:**

- The state will continue to seek additional financial resources from the legislature to provide to school districts for assistance with ELL students. **(Exhibit BB: ESL Licensure Requirements, Iowa Code 14.20)**

**B5) Do accommodations offered to students with disabilities and LEP students reflect the instructional approaches used with those students?**

**Evidence:**

- Yes. That is an expectation of guidelines provided to LEAs regarding how to include such students in the districtwide assessment program. State ELL guidance provided to LEAs defines an “accommodation” as a change in the test administration or testing environment. Its use is supposed to help “level the playing field” for students who received it, by neutralizing the effect of language proficiency on the opportunity for students to demonstrate their academic achievement.
- Accommodations should provide students with the opportunity to demonstrate what they know, in a similar way that students who do not need an accommodation do it (**Exhibit V: Their Future...Our Guidance, Iowa Department of Education, Appendix C, p.96 ff; Exhibit W: IEP Team Guide to Student Participation in Districtwide Assessment, July 1999; Exhibit Y: Special Education Assessment Standards; Exhibit Z: FAQs about ITBS/ITED Testing; Exhibit AA: Iowa Administrative Rules of Special Education and Exhibit CC: Guidelines for the Inclusion of English Language Learners (ELL) in Your Districtwide Assessment Program**)

**B6) Do the accommodations offered to students with disabilities and LEP students provide a means for making valid inferences about the knowledge and skills of these students? Has the State investigated the technical quality of the accommodated scores?**

**Evidence:**

- The accommodations offered to students with disabilities provide a valid means for making inferences about the knowledge and skills of these students. IEP teams and individuals charged with addressing the needs of ELL students select the accommodations based on individual student needs. These are also built into the decision process. The state has not investigated the technical quality of accommodated scores. However, ITP has conducted some studies of accommodations that have been reported at national-level conferences (i.e., AERA; NCME)

**B7) Does the State monitor the application of inclusion policies at the local level?**

**Evidence:**

- Not currently, but will begin doing so for 2000-2001 as part of the annual progress report process through participation rates. (**Exhibit DD: Comprehensive Site Visit Documents**)

***Monitoring System – processes in place for Part I-B:***

- Equity Reviews
- Students with disabilities monitoring system

- English Language Learners data collection system.
- Annual Condition of Education Report
- Basic Educational Data Survey (BEDS)

## PART II – THE CORE OF THE ASSESSMENT SYSTEM

### **PART II – C: ASSESSMENTS MUST BE ALIGNED TO STANDARDS**

**C1) What is the State’s approach to ensuring alignment of its standards and assessment?**

#### **Evidence:**

- Many LEAs continue to refine and map their local standards to national documents; some LEAs use such standards documents as a starting point for determining their own local learning priorities.
- Studies that correlate student performance on any state or local assessment with any rigorous “national” assessment would likely yield moderate correlations as evidence of convergent validity. Since the standards upon which the assessments are based would differ to some extent, in addition to other factors (such as test format and psychometric properties), most would not expect to see a high correlation among the measures.
- **AS THE RESULT OF IOWA HOUSE FILE 2272, LEAs WILL BE EXPECTED TO PROVIDE A PREPONDERANCE OF EVIDENCE REGARDING STUDENT ACHIEVEMENT TO THE LOCAL COMMUNITY, WHICH MAY INCLUDE, BUT NOT BE LIMITED TO, STANDARDIZED, NORM-REFERENCED, ACHIEVEMENT TESTS, DISTRICT STANDARDS-REFERENCED TESTS, DISTRICTWIDE PERFORMANCE TESTS, COLLEGE ENTRANCE EXAMINATIONS (E.G., ACT, SAT), ASSESSMENTS OF EMPLOYABILITY SKILLS, AND RESULTS OF ADVANCED PLACEMENT TESTS.**
- **AEA’S ARE ASKED TO PROVIDE TECHNICAL ASSISTANCE TO LEAs WITHIN THEIR BOUNDARIES TO HELP ASSIST IN THE ALIGNMENT OF STANDARDS AND ASSESSMENTS.**
- **CURRENTLY THE RULES THAT GOVERN LICENSURE AND TEACHER PREPARATION PROGRAMS HAVE BEEN REVISED TO MOVE TO A PERFORMANCE-BASED APPROACH. ONE STANDARD THAT MUST BE ADDRESSED IS DEMONSTRATING COMPETENCE ON APPROPRIATE ASSESSMENT MEASURES . AT THIS TIME, ALL IOWA TEACHER PREPARATION INSTITUTIONS ARE INVOLVED IN A COLLABORATIVE TO LEARN FROM ONE ANOTHER AND TOGETHER TO CHANGE AND REVISE PROGRAMS. ONE COMPONENT THAT IS BEING ADDRESSED IS INCREASING THE ASSESSMENT LITERACY OF HIGHER EDUCATION TEACHER PREPARATION PERSONNEL AND THE PRE-SERVICE TEACHER. (EXHIBIT M: TECHNICAL ASSISTANCE MANUAL; EXHIBIT N: STANDARDS DEVELOPMENT FOR SCHOOL IMPROVEMENT-CD-ROM; AND EXHIBIT O: IMPLEMENTING A DISTRICTWIDE STANDARDS-REFERENCED ASSESSMENT SYSTEM(DSRAS) MANUAL)**

#### **Plans:**

- The Iowa Department of Education will develop a matrix for LEAs to use as they submit evidence of coverage of their standards at selected grade levels within each grade span. Baseline data will be collected during fall 2001. As the SEA reviews LEA plans, determinations will be made on needed technical assistance for the focus of CSI training. **(Exhibit L: September 2000, Letter from Iowa Department of Education to LEAs)**

What kinds of alignment studies have been done? Who was involved?  
What methodology was used? What were the findings?

**Evidence:**

- The state has not conducted any formal alignment studies. **(Exhibit L: September 2000, Letter from Iowa Department of Education to LEAs)**
- The Iowa Testing Programs has documented its content selection and classification process in their Interpretive Guide for School Administrators, pp. 14-15 (ITBS). . **(Exhibit T: Iowa Tests of Basic Skills and Iowa Tests of Educational Development Interpretive Guides)**

**Plans:**

- The Iowa Department will develop a matrix for LEAs to use as they submit evidence of coverage of their standards with specific assessment tools at selected grade levels within each grade span. Baseline data will be collected during fall 2001.

**C2) How is the State ensuring that its assessment system reflects its content and performance standards in terms of **comprehensiveness** and **emphasis**?**

**Evidence:**

- The Iowa Testing Programs (ITP) has considered these alignment variables as part of their work on item development. Pages 15-35 of the ITBS Interpretive Guide, and pages 8-29 of the ITED Interpretive Guide, should provide additional information.
- McREL conducted a study of LEA standards and benchmarks in reading and mathematics that were submitted as part of the ICIIC effort on determining the standards that were common across the submissions. ICIIC work (see exhibits on content specifications) provided initial evidence of commonality among LEA standards and benchmarks. **(Exhibit S: Reading Standards and Benchmarks for Grades 3-5, McREL Institute)**
- Guidance provided during CSI meetings highlighted the need to consider multiple factors when determining the alignment of LEA assessment systems to local standards and benchmarks.

**Plans:**

- Development of a matrix for LEAs to use as they submit evidence of coverage of their standards with specific assessment tools at selected grade levels within each grade span. Baseline data will be collected during fall 2001. **(Exhibit L: September 2000, Letter from Iowa Department of Education to LEAs)**

### **C3) How is the State ensuring that its assessment reflects its content and performance standards in terms of **depth** and **match with performance standards**?**

#### **Evidence:**

- The Iowa Testing Programs (ITP) has considered these alignment variables as part of their work on item development. Pages 15-35 of the ITBS manual, and pages 8-29 of the ITED manual, should provide additional information.
- The Iowa Testing Programs (ITP) work in developing achievement levels: To help determine the proficiency of Iowa students, the ITP has established “achievement levels” for Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED), Grades 4, 8, and 11, in reading and mathematics, with associated cut scores and descriptions of performance at each level. In addition, each of the three achievement levels is further delineated into two levels, to provide a more specific description of student achievement. School districts and nonpublic schools may also use these achievement levels to report proficiency of their students. At the present time, this is the common practice across Iowa.
- Pursuant to the passage of Iowa House File 2272 and subsequent rules adopted by the State Board of Education, the use of a standardized, norm-referenced test (i.e., ITBS, ITED) was and still is a measure used voluntarily by Iowa school districts for reporting purposes. The skill and knowledge assessed by such instruments are common expectations for student achievement. A standardized, norm-referenced test has never been intended or designed to perfectly match content standards; therefore, Iowa believes that multiple measures not only give a better perspective of student achievement, but the use of various tests at the local level also provides the potential for completely covering the local content standards. The Iowa Testing Programs has provided a description of the skills assessed within each achievement level by using best practice processes and these skills sets provide a basis for LEAs to determine which of their local standards are assessed by each of the achievement levels. LEAs have used standards documents and materials published by various professional organizations as models for the development of local content standards.
- McREL conducted a study of LEA standards and benchmarks in reading and mathematics. These local standards that were submitted as part of the ICIIC effort on determining the standards that were common across the submissions.
- Guidance provided during CSI meetings highlighted the need to consider multiple factors when determining the alignment of LEA assessment systems to local standards and benchmarks. Please also refer to the response for question A5.

#### **Plans:**

- Continued assistance/training from the SEA and AEAs, along with ICIIC training will be provided. Some LEAs have begun the process of establishing performance standards for locally developed multiple measures, with the assistance of AEA staff.

How is the State ensuring that its assessment covers the range of cognitive complexity of its standards, not just the basic skills? How is the State ensuring that the assessments actually reflect the types of student performance called for in performance standards?

**Evidence:**

- The Iowa Testing Programs (ITP) has considered these alignment variables as part of their work on item development. Pages 15-35 of the ITBS Interpretive Guide, and pages 8-29 of the ITED Interpretive Guide, should provide additional information.
- ICIIC work (see exhibits on content specifications) provided initial evidence of commonality among LEA standards and benchmarks. Please also refer to the responses for questions in C2 and C3.

**C4)** How clearly has the State identified any gaps or weaknesses and what is it doing to improve the alignment of its assessment and standards?

**Evidence:**

- As LEAs report how their assessment systems cover their standards, they will be able to identify gaps and work toward improving alignment of local assessment systems with locally established standards. As the LEA plans are reviewed, additional technical assistance will be determined.

**Plans:**

- After evidence is submitted from LEAs the SEA will determine what additional technical assistance should be provided to the LEAs and the AEAs. Data are currently being collected. As LEAs continue to develop their assessment systems, it is expected that LEAs would conduct their own gap analysis and make sure standards are assessed. **(Exhibit L: September 2000, Letter from Iowa Department of Education to LEAs)**

**C5)** If the State system consists of several assessments or draws upon assessment data from several sources, is there a coherent design that shows how all the standards are assessed?

**Evidence:**

- None yet.

**Plans:**

- As LEAs submit the “Standards Coverage Matrix” as part of the APR process, they will be able to document how they have covered all of their standards within their assessment systems.

**C6)** How is the alignment of the assessment and the standards communicated? Is it clear to educators and parents what is being assessed and how it relates to the standards?

**Evidence:**

- Because we haven’t implemented that system yet, or held LEAs responsible for communicating that to stakeholders as part of their annual progress report, we don’t have data to indicate how many are already doing it as part of other communications with their stakeholders. However, Iowa Code requires as part of their charge each district to have a school improvement advisory committee that will examine student achievement results that are reported out to the community and to annually make recommendations.

***Monitoring System – processes in place for Part II-C:***

- Annual Progress Report process
- School (LEA) Accreditation process
- AEA Accreditation process
- CSIP

**PART II – D: PROFESSIONAL STANDARDS OF TECHNICAL QUALITY**

**D1)** How has the State considered the issue of **validity** (in addition to the alignment of the assessment with the content standards) and taken steps to ascertain that the assessments are measuring the knowledge and skills described in the standards--and that the interpretations are appropriate?

**Evidence:**

- Through training provided by the SEA through Connecting School Improvement sessions, AEA accreditation, AEA technical training workshops, DSRAS, and other opportunities, the AEAs are learning how to best assist the LEAs. The Iowa Collaborative Instructional Improvement Center’s work on the development of test modules for mathematics and reading in Grades 4, 8, and 11, *Measured Progress*, as part of its Iowa contract, has contracted with content experts to guide the development of the test modules. These content experts were selected, not only because of their expertise in development of test items of various formats, but also because they have extensive knowledge of the scope of standards within the content areas and grades being developed. As such, these test modules should be able to withstand continued scrutiny regarding issues of technical adequacy.
- ICIIC materials also contain sections regarding assessment development, and *Measured Progress*, as part of their Iowa contract, will be providing evidence of technical adequacy and various other guides on use, scoring, and interpretation of the test modules.

- As part of oversight, Dr. Waltman has secured the services of a Technical Advisory Panel, which includes Mike Kolen, Bob Forsyth, and Tim Ansley from the Iowa Testing Programs, and Mike Szymczuk from Heartland Area Education Agency. The documentation referred to earlier as DSRAS (Districtwide Standards-Referenced Assessment System) and the accompanying technical manual, is the primary documentation provided to AEAs and some LEAs.
- The recently published document from the Iowa Association of School Boards, *A School Leaders Guide to Assessing Student Achievement in Iowa*, also addresses issues of technical adequacy. This document is intended to assist local school boards in their own capacity-building efforts as they relate to assessment and school improvement processes in Iowa. (**Exhibit EE: A School Leaders Guide to Assessing Student Achievement in Iowa; Exhibit O: DSRAS Manual**)

Has the State specified the purposes for the assessments, delineating the types of uses and decisions most appropriate to each?

**Evidence:**

- See C1.

**Plans:**

- The Connecting School Improvement Institutes will continue to focus on the needs of the educational system in Iowa to align assessment measures with the knowledge and skills needed for accomplishment of local standards and the appropriate formats and approaches for assessment. As the SEA continues to receive documentation of assessments aligned with local standards decisions will continue to be made as to the technical assistance required.

**D2)** How comprehensively has the State determined that its assessments provide consistent and **reliable** results for individual students, schools, and LEAs? Does the State include information in its reports about the level of reliability of its scores?

**Evidence:**

- See response to D1 . (**Exhibit FF: Iowa Test of Basic Skills and Iowa Tests of Educational Development, Technical Summary; and Exhibit O: DSRAS Manual**)

**Plans:**

- As we continue to evaluate the progress of LEAs in their development of multiple assessment systems, updates are planned for the DSRAS and the Technical Assistance Manual, with additional training for AEA staff.

**D3) What steps has the State taken steps to ensure the **fairness and accessibility** of the assessments?**

**Evidence:**

- Refer to **Exhibit FF: The Iowa Tests of Basic Skills and the Iowa Tests of Educational Development Technical Manual.**
- The ICIIC test modules being developed have undergone one level of consensus development (through the work of McREL) regarding the standards assessed. LEAs are expected to do some alignment work (with the assistance of AEAs) prior to using them locally. The expectation is that LEAs need to be comfortable that the standards and benchmarks assessed by the test modules reflect acceptable evidence of student achievement in the specific content areas and grade levels. The DSRAS manual addresses these issues; Also, ongoing technical assistance provided to LEA by IDE and AEA staff continues to reinforce all factors related to technical adequacy.

**D4) How are **multiple measures** used to meet the criteria of validity, reliability, and fairness?**

**Evidence:**

- As we continue to evaluate the progress of LEAs in their development of multiple assessment systems, updates are planned for the DSRAS and the Technical Assistance Manual, with additional training for AEA staff.
- ICIIC Technical Advisory Panel was created to provide assistance in making decisions related to these issues

**Plans:**

- Continued development at the state and AEA level for state and AEA employees and training and guidance to LEAs.

**D5) In what way does the State ensure that the assessment results are **comparable** for different schools and for different years?**

**Evidence:**

- Comparability evidence is gathered through the APR process using ITBS and ITED. A SEA review team examines the APR and compares district data to the data included in the state's Condition of Education Report. All schools must administer and report data from at least one assessment measure that compares their students to the state and the nation. (**Exhibit H: Chapter 12, General Accreditation Standards**)

**Plans:**

- The SEA will continue to review the data submitted by school districts on student achievement required by Title I and the state indicators. Currently, there are no plans to use the ICIIC test modules to compare schools. Because of issues related to alignment of local standards with those assessed by various test modules, there are many combinations of test modules that could be selected for use by LEAs. As such, while the use of such modules may be reported through the APR process, the test modules are simply another (yet cost-effective) option for LEAs to use as they fulfill the multiple-measures requirement

**D6) What evidence does the State have that its **administration, scoring, analysis, and reporting** procedures consistently meet high technical standards?**

**Evidence:**

- The Iowa Testing Programs provide extensive written guidance on the ITBS/ITED process. Numerous regional workshops are also provided to address issues related to administration, scoring, analysis, reporting, and use of results of these tests.
- *Measured Progress*, as part of the Iowa contract with the ICIIC, will be documenting the process and providing materials to address these issues with regard to the operational test modules.
- It is expected that LEAs will scrutinize (with assistance of their AEAs) other off-the-shelf products, their processes, and the interpretability of the results received, as well as usefulness for instructional decision-making.

**D7) What actions has the State taken to ensure that teachers, other educators, and parents properly **interpret and use** the results? How does the State help them take into account the accuracy of the results when making interpretations?**

**Evidence:**

- The Iowa Testing Programs provides extensive written guidance on the ITBS/ITED process. Numerous regional workshops are also provided to address issues related to administration, scoring, analysis, reporting, and use of results of these tests. *Measured Progress*, as part of the Iowa contract with the ICIIC, will be documenting the process and providing materials to address these issues with regard to the operational test modules. Professional organizations in Iowa have also provided assistance to LEAs. The Iowa Association of School Boards has provided training sessions and a document, *A School Leader's Guide to Assessing Student Achievement in Iowa*, to all school districts. **(Exhibit EE: A School Leader's Guide to Assessing Student Achievement in Iowa, IASB)**
- Guidance continues to be provided by IDE and AEAs through workshops and professional development sessions, documentation, and ongoing technical assistance.

**Plans:**

- Plans include the ongoing professional development on use and interpretation of data for AEA staff through Connecting School Improvement Institutes.

**D8) What steps is the State taking to periodically review and improve its assessments?**

**Evidence:**

- The Iowa Testing Programs continues its research and development efforts as they examine results of current forms of the ITBS/ITED, consider trends in content knowledge, and work toward developing new forms to accurately assess content and process skills.

**Plans:**

- As part of the ICIIC initiative, AEAs are sponsoring and facilitating ongoing professional development on assessment literacy for LEAs. Iowa Department of Education and AEA staffs continue to provide technical assistance through presentations at workshops and conferences and on an ad hoc basis for school district personnel.

*Monitoring System – processes in place for Part II-D:*

- CSIP District Assessment Plans
- Annual Progress Reports
- Accessibility information will be examined through participation rates. Participation rates will also be influenced by opportunity to learn issues for students.

## **PART III. Reporting and Using Assessment Results in Accountability**

**E1) How does the State provide individual student reports? What is the source of the data?**

**Evidence:**

- Iowa Testing Programs provides individual student reports (Profile Narrative Reports) for distribution to parents (for ITBS/ITED). Other reports of individual results are developed and disseminated at the discretion of LEAs.

**E2) What is contained in the student reports? How are the data presented? Are the results based on the State's content and performance standards?**

**Evidence:**

- Reports contain content areas and percentile ranks, some reports have associated grade equivalents and standard scores using state and national norms, error bands, descriptors of performance at the level at which the student has achieved, bar graphs (with error bands) and numbers. Additional reports are available that align test scores with skill sets, some of which align with LEA standards.

**E3) How does the State ensure the quality of these reports?**

**Evidence:**

- These are the results provided by Iowa Testing Programs for ITED and ITBS for LEAs. ITP has a very strong track record of accuracy and attention to detail. National Computer Systems' (NCS) test scoring service, based in Iowa City, subcontracts with the Iowa Testing Programs for the processing (scoring) and printing of the reports of results. NCS not only subcontracts with major test publishers (CTB, Riverside, and Harcourt Educational Measurement), but also is the lead contractor on many state contracts.
- The same data are submitted to the Iowa Department of Education for further analysis for use in the Annual Condition of Education Report. Reports are only as good as the data that are entered onto the answer folders that students complete. LEAs are given detailed information on proper procedures for preparation and administration of these tests, and AEA's and LEAs reinforce these concepts through test preparation meetings.

**E4) How are the results disseminated and communicated? Are they clear and understandable?**

**Evidence:**

- Results are disseminated through the Annual Progress Reports, Conferences with individual parents, PTA Meetings, and School newsletters.
- IASB/ISPRA has provided some professional development over the Iowa Communications Network (ICN) on reporting results. (**Exhibit GG: Iowa Condition of Education Report**)

**E5) How is the State supporting the appropriate interpretation and use of the student level reports?**

**Evidence:**

- Iowa Department of Education and AEA Technical Assistance on interpretation and use of data.

- The state supports the appropriate interpretation and use of the student level reports through the CSI sessions, workshops, conferences, and the Every Child Reads, Every Student Counts, and the Reading Excellence Act initiative. (**Exhibit HH: Overview of Every Child Reads; and Exhibit II: Every Student Counts.**)

## **PART III – F: DISAGGREGATED REPORTING**

<b>F1) Which disaggregated student achievement results are reported at which levels? (By grade level and content area, as appropriate)</b>	<b>Gender</b>	<b>Racial &amp; ethnic groups</b>	<b>English proficiency status</b>	<b>Migrant</b>	<b>Disabled vs. non-disabled</b>	<b>Economically disadvantaged vs. non-disadvantaged</b>
LEA	X	X	X	X	X	X
State	X	X	X	X	X	X

Statewide data is reported out annually to the public through the Iowa Condition of Education Report. Each school building is also required by state legislation to report on the state indicators where appropriate. This individual building report(s) is included in the Annual Progress Report submitted to the SEA and the local community.

**F2) If all levels of the reports are not produced by the State, how does the State confirm that locally developed reports are produced and disseminated?**

### **Evidence:**

- The Annual Progress Report process and assurances provided by LEAs provide the confirmation that the LEA reports are produced and disseminated. A local district must report annually to its local community about the progress on the state indicators and other locally determined indicators. Also, each district shall submit an annual progress report to its local community, its area education agency (AEA), and the SEA. The school accreditation process also helps to ensure this effort. (**Exhibit U: September 17, 1998, Letter from Iowa Department of Education to LEAs**)

**F3) How are public reports disseminated?**

### **Evidence:**

- This is a local decision. Examples provided by LEAs include official special documents or reports, local newspapers, school/district newsletters, web-based reporting.

**F4) What are the State policies regarding reporting results for small schools and small student subgroups? How does the State ensure that LEA and school personnel do not over-interpret the findings? Is student confidentiality ensured?**

**Evidence:**

- An N size less than 10 doesn't get reported. However, all students in all groups are included for the statewide analysis.  
Guidance is provided to LEAs as part of use and interpretation of data. Primary concern is confidentiality of student data.  
The Connecting School Improvement Institutes provide professional development on the appropriate use of student data. Please refer to the response to question A2. **(Exhibit JJ: August 31, 1998, Letter from Iowa Department of Education to LEAs)**

**F5) How does the State use disaggregated information to ensure that statewide policies and procedures regarding curriculum and other aspects of their reform program are reinforcing the importance of all students mastering the standards? How does the State help LEAs do the same?**

**Evidence:**

- Disaggregation of data is used as an equity indicator to monitor gaps among disaggregated groups regarding student achievement. The SEA and AEAs provide support to LEAs through technical assistance. Each AEA also receives a data file of all students within their AEA so they can monitor student achievement and gaps among disaggregated groups in their own area-wide data.

**Plans:**

- As part of the Connecting School Improvement Institutes being conducted during 2000-2001, AEAs will be using their area-wide reading data to examine gaps in student achievement, and look at issues around which conversations about instruction and decision-making could be held. The goal is to continue to build the capacity of AEA staff to assist LEAs through facilitating conversations focused on their own local data.
- The Iowa State Board of Education has determined that their number one priority is decreasing the gaps in student achievement. They will be studying the issue this coming year to determine if any policy changes need to be made. The SEA will also be reviewing their strategies and technical assistance efforts to determine what changes need to be made to assist AEAs and schools/school districts in their efforts.
- The State Board of Education has also recently issued a vision paper on *Building Inclusive Schools for the 21<sup>st</sup> Century*. This vision paper will guide their work in policy development this coming year. One of the principles included in the paper is that high student achievement must be achieved for all students in this state.

*Monitoring System – processes in place for Part III-F:*

- APR
- CSIP
- During site visitations, school improvement team members hold interviews with local school improvement committees to determine the involvement in data analysis and recommendations of improvement goals.

## **PART III – G: DEVELOPMENT OF DISTRICT AND SCHOOL PROFILES**

**G1) Do all participating LEAs annually develop and disseminate performance profiles for all their schools that receive Title I funds?**

### **Evidence:**

- Yes. Disaggregation of data is used as an equity indicator, to monitor gaps among disaggregated groups regarding student achievement. The SEA and AEAs provide support to LEAs through technical assistance. Each AEA also receives a data file of all students within their AEA, so they can monitor student achievement and gaps among disaggregated groups in their own area-wide data. **(Exhibit H: Chapter 12, General Accreditation Standards)**

How does the State ensure that they do and that they contain all the required information?

### **Evidence:**

- Please see the monitoring system language in the front of the document.

**G2) What does the State do to assist LEAs in producing profiles that are of high quality and are useful in improving school programs?**

### **Evidence:**

- The SEA and AEAs continue to provide technical assistance workshops, Iowa Communications Network sessions, and on-site assistance. Professional organizations also assist in this work. One example is the model report to the community on the Web-site of the Iowa Association of School Boards (*Learning for a Lifetime*). **(Exhibit KK: Learning for a Lifetime, IASB)**

**G3) How does the State document that LEAs publicize and disseminate the profiles to all the required audiences?**

### **Evidence:**

- Assurances and copies of reports are received as part of the APR process. Districts provide such documentation during school improvement team accreditation visits and in the annual submission of the APR to the SEA. **(Exhibit DD: Comprehensive Site Visit Documents and Exhibit H: Chapter 12, General Accreditation Standards)**

***Monitoring System – processes in place for Part III-G:***

- School Improvement Accreditation Visits
- CSIP
- APR, and the Title I reviews of each of the APRs submitted by districts receiving Title I funding.
- School accreditation process

**PART III - H. ENSURING THAT STATE ASSESSMENTS ARE THE PRIMARY BASIS FOR DETERMINING LEA AND SCHOOL PROGRESS**

**H1)** In what way is student performance on State assessments defined as the primary element in the State's definition of adequate yearly progress for schools and districts?

**Evidence:**

- At a minimum LEAs, must meet the content requirements of the Iowa Code 12.8(3):
  1. Districtwide data on all state indicators for all enrolled and tuitioned-in students must be reported by attendance center.
  2. At least three achievement levels for reading and mathematics in grades four, eight, and eleven and for science in grades eight and eleven
  3. Long-range goals to improve student achievement, including, but not limited to, reading, mathematics and science
  4. Progress in meeting each of the school's or LEA's annual improvement goals (AYP).
- Any assessment used for accountability purposes, such as setting and reporting on the annual improvement goals (AYP), must meet all technical adequacy requirements (validity, reliability, fairness, and alignment) and must have associated performance standards (at least three levels).
- In the agreement with the U. S. Department of Education (Iowa Model), it is stated that the goal for the state of Iowa is that all students will achieve proficiency status in reading and mathematics. **(Exhibit A: Iowa Model)**

**H2)** What role do local assessments play in defining AYP? Are they part of the "State's assessment system" or are they considered supplemental? If they are part of the definition for AYP, what steps are taken to ensure that they are of high quality?

**Evidence:**

- Any assessment used for accountability purposes at the local level, such as setting and reporting on the annual improvement goals (AYP), must meet all technical adequacy requirements (validity, reliability, fairness, and alignment) and must have associated performance standards (at least three levels). (**Exhibit L: September 2000, Letter from Iowa Department of Education to LEAs**)

**Plans:**

- As school districts submit their district assessment plan and the data used for the establishment and progress on annual improvement goals is reviewed the SEA will determine if additional technical assistance is required through the CSIs or technical assistance documents.

**H3)** If non-cognitive measures are used as part of the AYP definition, how are they weighted? Are they included in an index, or are they used as a secondary screen or filter?

**Evidence:**

- No non-cognitive goals may be used as part of the AYP definition.

***Monitoring System – processes in place for Part III-H:***

- School Improvement Accreditation visit
- Annual progress reports
- Title I reviews

**PART III - I. INCLUDE STUDENTS WHO HAVE ATTENDED SCHOOL IN THE LEA FOR A FULL ACADEMIC YEAR**

**I1)** Has the State clearly informed the LEAs regarding which students must be considered in determining adequate yearly progress?

**Evidence:**

- In Iowa, LEAs include all students, except students who were administered an alternative assessment, in the reporting of achievement data and reporting on progress towards meeting their Annual Improvement Goal (AYP). At a minimum, LEAs must meet the content requirements of the Iowa Code 12.8(3).
- Districtwide data on all state indicators for all enrolled and tuitioned-in students must be reported by attendance center.

## **I2) Does the State make any effort to ensure that LEAs are following this policy?**

### **Evidence:**

- All LEAs will be required to report their student participation rates to the SEA. The SEA will compare district data to BEDS data and if discrepancies are noted the SEA will follow-up with the LEA.

### **Plans:**

- The SEA will report out statewide participation results in the 1999-2000 Annual Condition of Education Report.

### ***Monitoring System – processes in place for Part III-I:***

- The local district must report to the SEA on their student participation rates on their districtwide assessments.

## **Conclusion**

Although Iowa has not developed state standards, every school district in Iowa is involved in the implementation of content and performance standards, reporting reading and mathematics achievement by at least three grade levels, reporting proficiency of all students by performance levels, and implementing multiple assessment measures for reading and mathematics. School districts are also collecting achievement data on specific subgroups, particularly socioeconomic status, gender, race, ELL, and migrant populations. Each school district and school building, if subgroup numbers are such that reporting is appropriate, will be able to report by performance levels by subgroup for reading and mathematics.

Iowa carries a strong belief that standards and assessment are the basis for improvement. However, if there is not adequate technical assistance and resources devoted to improving teaching, understanding and using data at the classroom level, and a strong school improvement plan developed by the LEA, the ownership and commitment to school improvement is hollow. Therefore, our resources, especially Title I funding, are aligned to these values. In addition, any competitive funds available to our state, to the extent possible, are also focused on these needs. Every public school district and accredited nonpublic school must also align, to the extent possible, all state and federal program goals, resources and activities to the student learning needs evidenced at the local level.

Iowa educators are committed to improving education through a strong locally developed, data-driven standards and assessment system through comprehensive school improvement efforts. We are confident that the evidence described in this document meets the expressed requirements for Title I and the U.S. Department of Education.

## APPENDIX D EVEN START

## Iowa Even Start Indicators of Quality for Programs

*The Iowa Indicators of Quality were developed jointly by the Even Start Staff, the State Coordinator and specialists in family literacy and program administration.*

Iowa Even Start programs will work to assist participants in improving their lives by offering educational opportunities for low-income families through a unified family literacy program that integrates early childhood, adult, and parenting education.

<p><b>Objective I.</b></p> <p>Even Start Programs will <b>integrate adult, child, and family components</b> to provide high quality family literacy programs.</p>	<p><b>INDICATOR #1</b></p> <p>Identification and recruitment of those adults with at least one child who meet enrollment requirements and are most in need of the program.</p>	<p><b>MEASURE</b></p> <p>Record of the number of families enrolled and demographic information. (same as program data requirements)</p> <p>Record of participants length in program.</p>	<p><b>DATA</b></p> <p><b>Demographic Information with totals for the program required 10/1 and 6/1 of each program year:</b></p> <ul style="list-style-type: none"> <li>• # of adults</li> <li>• # of children</li> <li>• # of families</li> <li>• # of adults who are ELL</li> <li>• # of families at or below federal poverty level</li> </ul> <p><b>FAMILIA INVENTORY</b> Administered fall, winter, spring to individual families.</p> <ul style="list-style-type: none"> <li>• Program totals and summary from subscales.</li> </ul>
	<p><b>INDICATOR #2</b></p> <p>Effective ongoing education for teachers and staff to ensure the provision of high quality family literacy programs.</p>	<p><b>MEASURE</b></p> <p>List of educational training provided to Even Start staff and teachers, staff and teacher evaluations of educational training.</p>	<p><i>Kept at the site.</i></p>

	<b>INDICATOR #3</b>  Employ qualified staff.	<b>MEASURE</b>  Majority of the staff has a AA, BA or graduate degree.  Paraprofessionals will have high school diploma or GED (within 4 years).  Administrators have family literacy program operation training.	<b>Staff Data</b> <ul style="list-style-type: none"> <li>• # and % of professional staff with specific degree</li> <li>• # and % of paraprofessionals with diploma or GED</li> <li>• # and % of administrators with Family literacy training</li> </ul>
<b>OBJECTIVE II</b>  Even Start Programs in the State of Iowa will create <b>school, family, community, and educational partnerships.</b>	<b>INDICATOR #1</b>  Collaborative partnerships with public schools, community agencies, businesses, and local, state, and federal government agencies.	<b>MEASURE</b>  List of partnerships created and mutual benefits and shared services.  Inventory/checklist of available community support groups/resources to include the number of requests made each month for information about needed community support groups/resources.  Reasons for requests.  Record of follow through.  Use of information.	<ul style="list-style-type: none"> <li>• <i>Written status report from partners and feedback on benefits and shared services.</i></li> <li>• <i>Data used for planning and need analysis.</i></li> </ul>
<b>Objective III.</b>  Even Start Programs in the State of Iowa will address the needs of <b>diverse populations.</b>	<b>INDICATOR #1</b>  Establishment of instructional programs that address the diverse needs and personal goals of adults, children and families.	<b>MEASURE</b>  Family logs personal interviews and successfully meeting the family goals.	<b>FAMILIA INVENTORY</b> <u><b>ADMINISTERED IN THE FALL, WINTER AND SPRING TO INDIVIDUAL FAMILIES.</b></u> <ul style="list-style-type: none"> <li>• <b>Program totals and program summary from the Familia</b></li> </ul>

			<b>Inventory</b>
	<b>INDICATOR #2</b>  Advocate for unmet needs and services for families.	<b>MEASURE</b>  Identify unmet services or needs from partners and from families, identify duplication of services and solve problems.	<i>On site 'needs assessment' based upon family feedback used for planning.</i>
<b>OBJECTIVE IV</b>  Operate a high quality center-based program (where applicable).	<b>INDICATOR #1</b>  Use of environmental rating scale or self-study of program.	<b>MEASURE</b>  <ul style="list-style-type: none"> <li>• NAEYC Self Study and Accreditation</li> <li>• Harms and Clifford Environmental Rating Scales <ul style="list-style-type: none"> <li>ECERS</li> <li>ITERS</li> <li>FCCERS</li> </ul> </li> </ul>	<b>Data</b>  <b>Status report on the selected measure of environment rating, timeline and results.</b> <ul style="list-style-type: none"> <li>• <b>Certificate or Rating</b></li> </ul>

## Iowa Even Start Indicators of Quality for Adults

*The Iowa Indicators of Quality were developed jointly by the Even Start Staff, the State Coordinator and specialists in family literacy and program administration.*

**Adults will increase their literacy levels, strengthen their networks of support, and work toward developing the academic, English language, life, and vocational skills necessary for achieving their personal goals and meeting their diverse needs.**

<p><b>Adult Objective I.</b></p> <p><b>Adults will increase their literacy skills.</b></p>	<p><b>Indicator #1</b></p> <p>Improvement in literacy skill levels in reading, writing and/or speaking, math, problem solving, English language acquisition and other literacy skills. (In Language 1 or 2)</p>	<p><b>1. Measure:</b></p> <p>PRE and POST scores on an adult basic skills assessment tool such as the CASAS or TABE indicating changes in proficiency levels; PRE and POST scores on an instrument such as the TABE (in Spanish) or the Native Language Literacy Screening Devise for Adults and The Basic Inventory of Natural Languages (available in multiple languages) that measures adult basic skills in a participant's native language</p>	<p><i>Data</i></p> <p><b>Individual scores</b></p> <p><i>Kept on site.</i></p> <ul style="list-style-type: none"> <li>• <b>Number of adults who are English language learners.</b></li> <li>• <b>Number of hours of adult ed offered</b></li> </ul>
	<p><b>Indicator#2:</b></p> <p>An increasing number of adults making progress toward and/or completion of a secondary school diploma or the</p>	<p><b>Measure:</b></p> <p>An increasing number of persons enrolled in school and receiving their GED or high school diploma.</p>	<p><b>Data</b></p> <ul style="list-style-type: none"> <li>• <b>the number adults enrolled</b></li> <li>• <b>the number at</b></li> </ul>

	recognized equivalent.		<b>entry without GED/Diploma</b> <ul style="list-style-type: none"> <li>• the number receiving GED or Diploma</li> <li>• the number at entry who have not gone beyond 9<sup>th</sup>. grade</li> </ul>
	<b>Indicator #3:</b> An increasing number of adults making progress toward a post-secondary education.	<b>Measure:</b> An increasing number of persons enrolled in classes, persons with consistent class attendance and successful completion of community college or university/college classes	<ul style="list-style-type: none"> <li>• <i>The number enrolled, type of study, summary of progress or results.</i> (site)</li> </ul>

<b>Objective II.</b>  <b>Adults will strengthen Life Skills and Networks of Support</b>	<b>Indicator #1.</b>  An increasing number of adults will progress in the development of self awareness and life skills in collaboration with Even Start Staff	<b>Measure:</b> Setting a realistic personal development plan. Documentation of steps toward meeting the goals through a personal journal or staff dialogs. Such as: documentation of positive differences in the ways adults organize and maintain family records and educational materials at home (phone lists, appointment books, calendars, book corners, shelves, etc.)	<ul style="list-style-type: none"> <li>• <i>Individual log with plans, updated regularly and kept on site or with the individual.</i></li> <li>• <b>Subscale E on Familia Inventory.</b></li> </ul>
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	<b>Indicator #2</b> An increasing number of adults will develop networks of support.	<b>Measure:</b> Parent/ teacher contacts, program contacts; participation in Even Start and other related community activities demonstrating advocacy for self and family.	<i>Individual log or journal.</i>
<b>Objective III. Adults will improve or learn new employment, career, or vocational skills allowing them improved opportunities for employment.</b>	<b>Indicator #1</b> An increasing number of adults will develop computer and technology skills	Measure: Checklist and demonstration of skills pre/post. Certificate of completion of computer/ technology class.	<i>*Number of participants in technology class and statement of progress.</i>  <b>* Subscale T on Familia Inventory</b>
	<b>Indicator #2</b> An increasing number of adults will development self-awareness related to personal and work skills.	<b>Measure:</b> Realistic personal goal plan, progress toward meeting the goals. Completion of personal inventory of IDEAS (Interest, Determination, Exploration and Assessment System CAI- Career Assessment Inventory	<i>Individual journal or log kept by the adult and maintained on a regular basis.</i>
	<b>Indicator #3</b> Gainful employment as a result of participating in job training or educational improvement.	<b>Measure:</b> Documentation of gainful employment, length of time employed and career advancement.	* Number of adults employed. *Notes on career advancement.

## **Iowa Even Start Indicators of Quality for Children**

Children will develop social, emotional, aesthetic and artistic, physical and intellectual skills along a developmental continuum and be involved in literacy activities designed to strengthen reading, writing, speaking, listening and communicating to improve their chances of achieving success in school and life.

<p><b>Objective I.</b></p> <p>Children will acquire social, emotional, aesthetic and artistic, physical and cognitive skills.</p>	<p><b>INDICATOR #1</b></p> <p>Attainment of developmentally appropriate social, emotional, aesthetic and artistic, physical and intellectual skills using the Head Start Child Outcomes Framework.</p>	<p><b>MEASURE</b></p> <p>Number of children who receive a developmental screening. Number of children who are referred as a result of the screening. Child progress on one or more of the following tools:</p> <ul style="list-style-type: none"> <li>• <i>H.E.L.P.</i> (Hawaii Early Learning Profile)</li> <li>• <i>ASQ</i> (Ages and Stages Questionnaire)</li> <li>• High/Scope – COR, ESI</li> <li>• High/Scope Infant Toddler</li> <li>• Work Sampling, Creative Curriculum</li> </ul>	<p><b>Data</b></p> <ul style="list-style-type: none"> <li>• *Plan for screening and assessment:</li> <li>• <b>Identification of screening instrument, # screened &amp;</b></li> </ul> <p><i>Summary of results</i></p> <p>(%referred)</p> <ul style="list-style-type: none"> <li>• <b>Identify the Child Progress Instrument, the number of children assessed, pre/post scores, disaggregated data (gender, ethnicity)</b></li> </ul>
	<p><b>INDICATOR #2</b></p> <p>AN INCREASING NUMBER OF CHILDREN WILL BE PROMOTED IN SCHOOL AGE PROGRAMS.</p>	<p><b>MEASURE</b></p> <p>The number of school age children who are promoted in school. The number of children who are not promoted in school age programs.</p>	<ul style="list-style-type: none"> <li>• <b>As applicable, the number of children in Even Start families who are promoted in elementary school.</b></li> </ul>
	<p><b>INDICATOR #3</b></p> <p>An increasing number of children will make progress in the development of</p>	<p><b>MEASURE</b></p> <p>Multiple examples the child's work and appropriate section of above names</p>	<p><i>Kept in portfolio on site.</i></p>

	language and literacy skills.	instruments.	
	<b>INDICATOR #4</b> An increasing number of children will make improvement in language development (in 1st and /or 2 <sup>nd</sup> language)	<b>MEASURE</b> Appropriate component of an Assessment Tool (names above)	<i>Kept on site.</i>
<b>OBJECTIVE II</b>  Children will engage in quality, developmentally appropriate activities designed to move them toward meeting their full potential.	<b>INDICATOR #1</b>  An increasing number of children have regular and consistent attendance	<b>MEASURE</b>  Attendance Tracking.	<i>Kept for individual children on site.</i> <ul style="list-style-type: none"> <li>• <b># of hours of ec offered: 0-2</b></li> <li>• <b>3-5</b></li> <li>• <b>5+ excluding school day</b></li> </ul>

### Iowa Even Start Indicators of Quality for Families

*The Iowa Indicators of Quality were developed jointly by the Even Start Staff, the State Coordinator and specialists in family literacy and program administration.*

<b>Objective I.</b>  Families will engage in quality interactions.	<b>INDICATOR #1</b>  Participation in Even Start family activities.	<b>MEASURE</b>  Attendance records sign-in sheets.	<b><i>Data or Documentation</i></b> <ul style="list-style-type: none"> <li>• <i>Attendance records kept on site</i></li> </ul>
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			<ul style="list-style-type: none"> <li>• <b>Family length in program</b></li> </ul>
	<b>INDICATOR #2</b>  Awareness of children's developmental stage to plan age-appropriate activities for their children.	<b>MEASURE</b>  The family will develop with the staff, a family log, reflection journal or activity log that shows family development and appropriate choices things such as: <ul style="list-style-type: none"> <li>• Book logs, fiction/nonfiction</li> <li>• Literacy activities</li> <li>• Observation of children's literacy</li> <li>• Development and joint activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Family logs kept by the family or on site, available for review with family permission.</i></li> <li>• <b># of hours of parenting education offered.</b></li> </ul>
	<b>INDICATOR #3</b>  Successful transitions to school, Even Start, Head Start, or preschool.	<b>MEASURE</b>  Transition plan for child and family.	<ul style="list-style-type: none"> <li>• <i>Transition plan as a part of the family log or</i></li> <li>• <i>Transition plan on file at the site</i></li> </ul>

<p><b>OBJECTIVE II</b></p> <p>Families will engage in family literacy activities to strengthen literacy skills.</p>	<p><b>INDICATOR #1</b></p> <p>Joint Story Book Reading.</p>	<p><b>MEASURE</b></p> <p>Parent/Child Book logs; Family literacy activities.</p>	<p><b>Familia Inventory</b></p> <ul style="list-style-type: none"> <li>• <b>Administered in the fall ( within first 4 weeks), winter and spring to individual families.</b></li> <li>• <b>Program totals and program summary from the Familia Inventory</b></li> </ul>
	<p><b>INDICATOR #2</b></p> <p>Activities in daily life that support literacy development.</p>	<p><b>MEASURE</b></p> <p>List of participants who obtain library cards for themselves and their children. Family logs will record such things as: Library visits, photographs of families engaged in a variety of literacy activities, portfolio entries that give examples of games, toys, and cards prepared by family members, drawing and writing done by parent/guardian and child together.</p>	<ul style="list-style-type: none"> <li>• Library use data from the Familia Inventory and library cards obtained</li> <li>• Family logs kept individually</li> <li>• Individual family analysis of the family literacy style</li> </ul>

APPENDIX E  
TEACHER QUALITY LEGISLATION  
IN IOWA CODE AND  
IOWA ADMINISTRATIVE CODE

HF 2549

PAG LIN

1 1 HOUSE FILE 2549  
1 2  
1 3 AN ACT  
1 4 RELATING TO STUDENTS AND SCHOOL DISTRICT EMPLOYEES BY  
1 5 AMENDING THE STUDENT ACHIEVEMENT AND TEACHER QUALITY  
1 6 PROGRAM AND LANGUAGE PERTAINING TO RETIREMENT INCENTIVES  
1 7 AND PROVIDING AN EFFECTIVE DATE.  
1 8  
1 9 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:  
1 10  
1 11 Section 1. Section 256.7, Code Supplement 2001, is amended  
1 12 by adding the following new subsection:  
1 13 NEW SUBSECTION. 25. Adopt rules establishing standards  
1 14 for school district and area education agency career  
1 15 development programs and for individual teacher career  
1 16 development plans in accordance with section 284.6.  
1 17 Sec. 2. Section 256.9, subsection 50, Code Supplement  
1 18 2001, is amended to read as follows:  
1 19 50. Develop core knowledge and skill criteria models,  
1 20 based upon the Iowa teaching standards, for the evaluation,  
1 21 the advancement, and for teacher career development purposes  
1 22 pursuant to chapter 284. The model criteria shall further  
1 23 define the characteristics of quality teaching as established  
1 24 by the Iowa teaching standards. The director, in consultation  
1 25 with the board of educational examiners, shall also develop a  
1 26 transition plan for implementation of the career development  
1 27 standards developed pursuant to section 256.7, subsection 25,  
1 28 with regard to licensure renewal requirements. The plan shall  
1 29 include a requirement that practitioners be allowed credit for  
1 30 career development completed prior to implementation of the  
1 31 career development standards developed pursuant to section  
1 32 256.7, subsection 25.  
1 33 Sec. 3. Section 256.44, subsection 1, paragraph a, Code  
1 34 2001, is amended to read as follows:  
1 35 a. If a teacher registers for national board for  
2 1 professional teaching standards certification prior to June  
2 2 30, ~~2002~~ 2005, a one-time initial reimbursement award in the  
2 3 amount of up to one-half of the registration fee paid by the  
2 4 teacher for registration for certification by the national  
2 5 board for professional teaching standards. The teacher shall  
2 6 apply to the department of education within one year of  
2 7 registration, submitting to the department any documentation  
2 8 the department requires. A teacher who receives an initial  
2 9 reimbursement award shall receive a one-time final  
2 10 registration award in the amount of the remaining national  
2 11 board registration fee paid by the teacher if the teacher  
2 12 notifies the department of the teacher's certification  
2 13 achievement and submits any documentation requested by the  
2 14 department.  
2 15 Sec. 4. Section 256.44, subsection 1, paragraph b,  
2 16 subparagraph (2), unnumbered paragraph 1, Code 2001, is  
2 17 amended to read as follows:  
2 18 If the teacher registers for national board for  
2 19 professional teaching standards certification between January  
2 20 1, 1999, and January 1, ~~2002~~ 2005, and achieves certification  
2 21 within three years from the date of initial score  
2 22 notification, an annual award in the amount of two thousand

2 23 five hundred dollars upon achieving certification by the  
 2 24 national board of professional teaching standards.

2 25 Sec. 5. Section 279.19, unnumbered paragraph 2, Code  
 2 26 Supplement 2001, is amended to read as follows:

2 27 In the case of the termination of a probationary teacher's  
 2 28 contract, the provisions of sections 279.15 and 279.16 shall  
 2 29 apply. However, if the probationary teacher is a beginning  
 2 30 teacher who fails to ~~successfully complete a beginning teacher~~  
 2 31 ~~mentoring and induction program~~ demonstrate competence in the  
 2 32 Iowa teaching standards in accordance with chapter 284, the  
 2 33 provisions of sections 279.17 and 279.18 shall also apply.

2 34 Sec. 6. Section 279.46, Code 2001, is amended to read as  
 2 35 follows:

3 1 279.46 RETIREMENT INCENTIVES – TAX.

3 2 The board of directors of a school district may adopt a  
 3 3 program for payment of a monetary bonus, continuation of  
 3 4 health or medical insurance coverage, or other incentives for  
 3 5 encouraging its employees to retire before the normal  
 3 6 retirement date as defined in chapter 97B. The program is  
 3 7 available only to employees ~~between fifty-five and sixty-five~~  
 3 8 ~~years of age~~ who notify the board of directors prior to April  
 3 9 1 of the fiscal year that they intend to retire not later than  
 3 10 the next following June 30. ~~However, the~~ The age at which  
 3 11 employees shall be designated eligible for the program, ~~within~~  
 3 12 ~~the age range of fifty-five to sixty-five years of age~~, shall  
 3 13 be at the discretion of the board. An employee retiring under  
 3 14 this section ~~shall~~ may apply for a retirement allowance under  
 3 15 chapter 97B or chapter 294. The board may include in the  
 3 16 district management levy an amount to pay the total estimated  
 3 17 accumulated cost to the school district of the health or  
 3 18 medical insurance coverage, bonus, or other incentives for  
 3 19 employees within the age range of fifty-five to sixty-five  
 3 20 years of age who retire under this section.

3 21 Sec. 7. Section 284.2, subsections 1 through 3, 7, and 10,  
 3 22 Code Supplement 2001, are amended to read as follows:

3 23 1. "Beginning teacher" means an individual serving under  
 3 24 an initial provisional license, issued by the board of  
 3 25 educational examiners under chapter 272, who is assuming a  
 3 26 position as a classroom teacher. For purposes of the  
 3 27 beginning teacher mentoring and induction program created  
 3 28 pursuant to section 284.5, "beginning teacher" also includes  
 3 29 preschool teachers who are licensed by the board of  
 3 30 educational examiners under chapter 272 and are employed by a  
 3 31 school district or area education agency.

3 32 2. "Classroom teacher" means an individual who holds a  
 3 33 valid practitioner's license and who is employed under a  
 3 34 ~~teaching contract with a school district or area education~~  
 3 35 ~~agency in this state issued by a board of directors under~~  
 4 1 section 279.13 to provide classroom instruction to students,  
 4 2 or as a preschool teacher.

4 3 3. "Comprehensive evaluation" means a summative evaluation  
 4 4 of a beginning teacher conducted by an evaluator for purposes  
 4 5 of ~~performance review, or determining a beginning teacher's~~  
 4 6 level of competency relative to the Iowa teaching standards  
 4 7 and for recommendation for licensure based upon models  
 4 8 developed pursuant to section 256.9, subsection 50, and to  
 4 9 determine whether the teacher's practice meets the school  
 4 10 district expectations for a career, ~~career II, or advanced~~  
 4 11 level teacher.

4 12 7. "Mentor" means an individual employed by a school  
 4 13 district or area education agency as a classroom teacher or a  
 4 14 retired teacher who holds a valid license issued under chapter  
 4 15 272. The individual must have a record of four years of  
 4 16 successful teaching practice, must be employed ~~as a classroom~~  
 4 17 ~~teacher~~ on a nonprobationary basis, and must demonstrate  
 4 18 professional commitment to both the improvement of teaching  
 4 19 and learning and the development of beginning teachers.

4 20 10. "Teacher" means an individual holding a practitioner's  
 4 21 license issued under chapter 272, who is employed in a

4 22 nonadministrative position as a teacher, librarian, media  
4 23 specialist, preschool teacher, or counselor ~~in a~~  
4 24 ~~nonadministrative position~~ by a school district or area  
4 25 education agency pursuant to a contract issued by a board of  
4 26 directors under section 279.13. A teacher may be employed in  
4 27 both an administrative and a nonadministrative position by a  
4 28 board of directors and shall be considered a part-time teacher  
4 29 for the portion of time that the teacher is employed in a  
4 30 nonadministrative position. "Teacher" includes a licensed  
4 31 individual employed on a less than full-time basis by a school  
4 32 district through a contract between the school district and an  
4 33 institution of higher education with a practitioner  
4 34 preparation program in which the licensed teacher is enrolled.  
4 35 Sec. 8. Section 284.2, Code Supplement 2001, is amended by  
5 1 adding the following new subsections:  
5 2 NEW SUBSECTION. 6A. "Intensive assistance" means the  
5 3 provision of organizational support and technical assistance  
5 4 to teachers, other than beginning teachers, for the  
5 5 remediation of identified teaching and classroom management  
5 6 concerns for a period not to exceed twelve months.  
5 7 NEW SUBSECTION. 7A. "Performance review" means a  
5 8 summative evaluation of a teacher other than a beginning  
5 9 teacher and used to determine whether the teacher's practice  
5 10 meets school district expectations and the Iowa teaching  
5 11 standards, and to determine whether the teacher's practice  
5 12 meets school district expectations for career advancement in  
5 13 accordance with section 284.7.  
5 14 Sec. 9. Section 284.3, subsection 2, Code Supplement 2001,  
5 15 is amended by striking the subsection and inserting in lieu  
5 16 thereof the following:  
5 17 2. A school board shall provide for the following:  
5 18 a. By July 1, 2002, for purposes of comprehensive  
5 19 evaluations for beginning teachers required to allow beginning  
5 20 teachers to progress to career teachers, standards and  
5 21 criteria that are the Iowa teaching standards specified in  
5 22 subsection 1 and the model criteria for the Iowa teaching  
5 23 standards developed by the department in accordance with  
5 24 section 256.9, subsection 50. These standards and criteria  
5 25 shall be set forth in an instrument provided by the  
5 26 department. The comprehensive evaluation and instrument are  
5 27 not subject to negotiations or grievance procedures pursuant  
5 28 to chapter 20 or determinations made by the board of directors  
5 29 under section 279.14. A local school board and its certified  
5 30 bargaining representative may negotiate, pursuant to chapter  
5 31 20, evaluation and grievance procedures for beginning teachers  
5 32 that are not in conflict with this chapter. If, in accordance  
5 33 with section 279.19, a beginning teacher appeals the  
5 34 determination of a school board to an adjudicator under  
5 35 section 279.17, the adjudicator selected shall have  
6 1 successfully completed training related to the Iowa teacher  
6 2 standards, the model criteria adopted by the state board of  
6 3 education in accordance with section 284.3, subsection 3, as  
6 4 enacted by this Act, and any additional training required  
6 5 under rules adopted by the public employment relations board  
6 6 in cooperation with the state board of education.  
6 7 b. By July 1, 2004, for purposes of performance reviews  
6 8 for teachers other than beginning teachers, evaluations that  
6 9 contain, at a minimum, the Iowa teaching standards specified  
6 10 in subsection 1, as well as the model criteria for the Iowa  
6 11 teaching standards developed by the department in accordance  
6 12 with section 256.9, subsection 50. A local school board and  
6 13 its certified bargaining representative may negotiate,  
6 14 pursuant to chapter 20, additional teaching standards and  
6 15 criteria. A local school board and its certified bargaining  
6 16 representative may negotiate, pursuant to chapter 20,  
6 17 evaluation and grievance procedures for teachers other than  
6 18 beginning teachers that are not in conflict with this chapter.  
6 19 Sec. 10. Section 284.3, Code Supplement 2001, is amended  
6 20 by adding the following new subsection:

6 21 NEW SUBSECTION. 3. The state board shall adopt by rule  
6 22 pursuant to chapter 17A the model criteria developed by the  
6 23 department in accordance with section 256.9, subsection 50.  
6 24 Sec. 11. Section 284.4, subsection 1, paragraphs c and e,  
6 25 Code Supplement 2001, are amended to read as follows:  
6 26 c. Provide, beginning in the ~~second~~ fourth year of  
6 27 participation, the equivalent of two ~~or more~~ additional  
6 28 contract days, outside of instruction time, than were provided  
6 29 in the school year preceding the first year of participation,  
6 30 to provide additional time for teacher career development that  
6 31 aligns with student learning and teacher development needs,  
6 32 including the integration of technology into curriculum  
6 33 development, in order to achieve attendance center and  
6 34 district-wide student achievement goals outlined in the  
6 35 district comprehensive school improvement plan. School  
7 1 districts are encouraged to develop strategies for  
7 2 restructuring the school calendar to provide for the most  
7 3 effective professional development, evaluate their current  
7 4 career development alignment with their student achievement  
7 5 goals and research-based instructional strategies, and  
7 6 implement district career development plans. A school  
7 7 district that provides the equivalent of ten or more contract  
7 8 days for career development is exempt from this paragraph.  
7 9 e. Adopt a teacher evaluation plan that, at minimum,  
7 10 requires a comprehensive evaluation performance review of  
7 11 teachers in the participating district at least once every  
7 12 five three years based upon the Iowa teaching standards and  
7 13 individual career development plans, and requires  
7 14 administrators to complete evaluator training in accordance  
7 15 with section 284.10.  
7 16 Sec. 12. Section 284.4, subsection 2, Code Supplement  
7 17 2001, is amended to read as follows:  
7 18 2. By July 1, ~~2003~~ 2002, each school district shall  
7 19 participate in the student achievement and teacher quality  
7 20 program if the general assembly appropriates moneys for  
7 21 purposes of the student achievement and teacher quality  
7 22 program established pursuant to this chapter.  
7 23 Sec. 13. Section 284.5, Code Supplement 2001, is amended  
7 24 to read as follows:  
7 25 284.5 BEGINNING TEACHER MENTORING AND INDUCTION PROGRAM.  
7 26 1. A beginning teacher mentoring and induction program is  
7 27 created to promote excellence in teaching, enhance student  
7 28 achievement, build a supportive environment within school  
7 29 districts and area education agencies, increase the retention  
7 30 of promising beginning teachers, and promote the personal and  
7 31 professional well-being of classroom teachers. ~~Prior to the~~  
7 32 ~~completion of the 2001-2002 school year, a school district~~  
7 33 ~~shall, at a minimum, provide an approved beginning teacher~~  
7 34 ~~mentoring and induction program for all classroom teachers who~~  
7 35 ~~are beginning teachers.~~  
8 1 2. The state board shall adopt rules to administer this  
8 2 section.  
8 3 3. ~~Notwithstanding subsection 1, a~~ Each school district  
8 4 ~~may and area education agency shall~~ provide a beginning  
8 5 teacher mentoring and induction program for all classroom  
8 6 teachers who are beginning teachers ~~in by the school years~~  
8 7 ~~year beginning July 1, 2001, and July 1, 2002, and~~  
8 8 notwithstanding section 284.4, subsection 1, a school district  
8 9 ~~is and an area education agency shall be~~ eligible to receive  
8 10 moneys under section 284.13, subsection 1, paragraph "c", for  
8 11 ~~each the fiscal year of the fiscal period beginning July 1,~~  
8 12 ~~2001-2002,~~ and ending June 30, 2003, to establish a beginning  
8 13 teacher mentoring and induction program in accordance with  
8 14 this section.  
8 15 4. Each participating school district and area education  
8 16 agency shall develop an initial beginning teacher mentoring  
8 17 and induction plan. ~~The~~ A school district shall include its  
8 18 ~~plan shall be included~~ in the school district's comprehensive  
8 19 school improvement plan submitted pursuant to section 256.7,

8 20 subsection 21. The beginning teacher mentoring and induction  
8 21 plan shall, at a minimum, provide for a two-year sequence of  
8 22 induction program content and activities to support the Iowa  
8 23 teaching standards and beginning teacher professional and  
8 24 personal needs; mentor training that includes, at a minimum,  
8 25 skills of classroom demonstration and coaching, and district  
8 26 expectations for beginning teacher competence on Iowa teaching  
8 27 standards; placement of mentors and beginning teachers; the  
8 28 process for dissolving mentor and beginning teacher  
8 29 partnerships; district organizational support for release time  
8 30 for mentors and beginning teachers to plan, provide  
8 31 demonstration of classroom practices, observe teaching, and  
8 32 provide feedback; structure for mentor selection and  
8 33 assignment of mentors to beginning teachers; a district  
8 34 facilitator; and program evaluation.

8 35 5. A beginning teacher shall be informed by the school  
9 1 district or the area education agency, prior to the beginning  
9 2 teacher's participation in a mentoring and induction program,  
9 3 of the criteria upon which the beginning teacher shall be  
9 4 evaluated and of the evaluation process utilized by the school  
9 5 district or area education agency.

9 6 6. Upon completion of the program, the beginning teacher  
9 7 shall be comprehensively evaluated to determine if the teacher  
9 8 meets expectations to move to the career level. The school  
9 9 district or area education agency that employs the beginning  
9 10 teacher shall recommend for an educational license a beginning  
9 11 teacher who ~~has successfully completed the program for an~~  
9 12 educational license is determined through a comprehensive  
9 13 evaluation to demonstrate competence in the Iowa teaching  
9 14 standards. A school district or area education agency may  
9 15 offer a beginning teacher a third year of participation in the  
9 16 program if, after conducting a comprehensive evaluation, the  
9 17 school district determines that the teacher is likely to  
9 18 successfully complete the mentoring and induction program by  
9 19 the end of the third year of eligibility. A teacher granted a  
9 20 third year of eligibility shall develop a teacher's mentoring  
9 21 and induction program plan in accordance with this chapter and  
9 22 shall undergo a comprehensive evaluation at the end of the  
9 23 third year. The board of educational examiners shall grant a  
9 24 one-year extension of the beginning teacher's provisional  
9 25 license upon notification by the school district that the  
9 26 teacher will participate in a third year of the school  
9 27 district's program.

9 28 7. If a beginning teacher who is participating in a  
9 29 mentoring and induction program leaves the employ of a  
9 30 participating school district or area education agency prior  
9 31 to completion of the program, the participating school  
9 32 district or area education agency subsequently hiring the  
9 33 beginning teacher shall credit the beginning teacher with the  
9 34 time earned in the program prior to the subsequent hiring.

9 35 8. If the general assembly appropriates moneys for  
10 1 purposes of this section, a school district or area education  
10 2 agency is eligible to receive state assistance for up to two  
10 3 years under this section for each teacher the school district  
10 4 or area education agency employs who was formerly employed in  
10 5 an accredited nonpublic school or in another state as a first-  
10 6 year teacher. The school district or area education agency  
10 7 employing the teacher shall determine the conditions and  
10 8 requirements of a teacher participating in a program in  
10 9 accordance with this subsection. The school district or area  
10 10 education agency that employs the teacher shall recommend the  
10 11 teacher for an educational license if the teacher, through a  
10 12 comprehensive evaluation, is determined to demonstrate  
10 13 competence in the Iowa teaching standards.

10 14 Sec. 14. Section 284.6, subsection 4, Code Supplement  
10 15 2001, is amended to read as follows:

10 16 4. In cooperation with the teacher's ~~supervisor~~ evaluator,  
10 17 the career teacher employed by a participating school district  
10 18 shall develop an individual teacher career development plan.

10 19 The evaluator shall consult with the teacher's supervisor on  
 10 20 the development of the individual teacher career development  
 10 21 plan. The purpose of the plan is to promote individual and  
 10 22 group career development. The individual plan shall be based,  
 10 23 at minimum, on the needs of the teacher, the Iowa teaching  
 10 24 standards, and the student achievement goals of the attendance  
 10 25 center and the school district as outlined in the  
 10 26 comprehensive school improvement plan.  
 10 27 ~~4A. The individual plan shall be reviewed by the teacher~~  
 10 28 ~~and the teacher's supervisor at the teacher's annual review,~~  
 10 29 ~~and shall be modified.~~ evaluator shall annually meet with the  
 10 30 teacher to review progress in meeting the goals in the  
 10 31 teacher's individual plan. The teacher shall present to the  
 10 32 evaluator evidence of progress. The purpose of the meeting  
 10 33 shall be to review the teacher's progress in meeting career  
 10 34 development goals in the plan and to review collaborative work  
 10 35 with other staff on student achievement goals and to modify as  
 11 1 necessary the teacher's individual plan to reflect the  
 11 2 individual teacher's and the school district's needs and the  
 11 3 individual's progress in meeting the goals in the plan. The  
 11 4 teacher's supervisor shall review, modify, or accept  
 11 5 modifications made to the teacher's individual plan.  
 11 6 Sec. 15. Section 284.7, subsection 2, unnumbered paragraph  
 11 7 1, Code Supplement 2001, is amended to read as follows:  
 11 8 It is the intent of the general assembly to establish and  
 11 9 require the implementation of and provide for the  
 11 10 implementation of the following additional career path levels  
 11 11 ~~by July 1, 2003:~~  
 11 12 Sec. 16. Section 284.7, subsection 6, paragraph a, Code  
 11 13 Supplement 2001, is amended to read as follows:  
 11 14 a. For the school year beginning July 1, ~~2001~~ 2002, and  
 11 15 ending June 30, ~~2002~~ 2003, if the licensed employees of a  
 11 16 school district or area education agency receiving funds  
 11 17 pursuant to section 284.13, subsection 1, paragraph "g" or  
 11 18 "h", for purposes of this section, are organized under chapter  
 11 19 20 for collective bargaining purposes, the board of directors  
 11 20 and the certified bargaining representative for the licensed  
 11 21 employees shall mutually agree upon a formula for distributing  
 11 22 the funds among the teachers employed by the school district  
 11 23 or area education agency. However, the school district must  
 11 24 comply with the salary minimums provided for in this section.  
 11 25 The parties shall follow the negotiation and bargaining  
 11 26 procedures specified in chapter 20 except that if the parties  
 11 27 reach an impasse, neither impasse procedures agreed to by the  
 11 28 parties nor sections 20.20 through 20.22 shall apply and the  
 11 29 funds shall be paid as provided in paragraph "b".  
 11 30 Negotiations under this section are subject to the scope of  
 11 31 negotiations specified in section 20.9. If a board of  
 11 32 directors and the certified bargaining representative for  
 11 33 licensed employees have not reached mutual agreement by July  
 11 34 15, ~~2001~~ 2002, for the distribution of funds received pursuant  
 11 35 to section 284.13, subsection 1, paragraph "g" or "h",  
 12 1 paragraph "b" of this subsection shall apply.  
 12 2 Sec. 17. Section 284.8, Code Supplement 2001, is amended  
 12 3 by striking the section and inserting in lieu thereof the  
 12 4 following:  
 12 5 284.8 PERFORMANCE REVIEW REQUIREMENTS FOR TEACHERS.  
 12 6 1. A participating school district shall review a  
 12 7 teacher's performance at least once every three years for  
 12 8 purposes of assisting teachers in making continuous  
 12 9 improvement, documenting continued competence in the Iowa  
 12 10 teaching standards, identifying teachers in need of  
 12 11 improvement, or to determine whether the teacher's practice  
 12 12 meets school district expectations for career advancement in  
 12 13 accordance with section 284.7. The review shall include, at  
 12 14 minimum, classroom observation of the teacher, the teacher's  
 12 15 progress, and implementation of the teacher's individual  
 12 16 career development plan; shall include supporting  
 12 17 documentation from other evaluators, teachers, parents, and

12 18 students; and may include video portfolios as evidence of  
12 19 teaching practices.

12 20 2. If a supervisor or an evaluator determines, at any  
12 21 time, as a result of a teacher's performance that the teacher  
12 22 is not meeting district expectations under the Iowa teaching  
12 23 standards specified in section 284.3, subsection 1, paragraphs  
12 24 "a" through "g", the model criteria for the Iowa teaching  
12 25 standards developed by the department in accordance with  
12 26 section 256.9, subsection 50, or any other standards or  
12 27 criteria established in the collective bargaining agreement,  
12 28 the evaluator shall, at the direction of the teacher's  
12 29 supervisor, recommend to the district that the teacher  
12 30 participate in an intensive assistance program. The intensive  
12 31 assistance program and its implementation are not subject to  
12 32 negotiation or grievance procedures established pursuant to  
12 33 chapter 20. By July 1, 2004, all school districts must be  
12 34 prepared to offer an intensive assistance program.

12 35 3. If a teacher is denied advancement to the career II or  
13 1 advanced teacher level based upon a performance review, the  
13 2 teacher may appeal the decision to an adjudicator under the  
13 3 process established under section 279.17. However, the  
13 4 decision of the adjudicator is final.

13 5 Sec. 18. Section 284.10, subsections 4 through 6, Code  
13 6 Supplement 2001, are amended to read as follows:

13 7 4. By July 1, ~~2002~~ 2003, a higher education institution  
13 8 approved by the state board to provide an administrator  
13 9 preparation program shall incorporate the evaluator training  
13 10 program into the program offered by the institution.

13 11 5. Beginning July 1, ~~2002~~ 2003, the board of educational  
13 12 examiners shall require certification as a condition of  
13 13 issuing or renewing an administrator's license.

13 14 6. By July 1, ~~2004~~ 2005, the director shall develop and  
13 15 implement an evaluator training certification renewal program  
13 16 for administrators and other practitioners who need to renew a  
13 17 certificate issued pursuant to this section.

13 18 Sec. 19. Section 284.13, subsection 1, paragraphs b, c, d,  
13 19 and e, Code Supplement 2001, are amended to read as follows:

13 20 b. For the fiscal year beginning July 1, ~~2001~~ 2002, and  
13 21 ending June 30, ~~2002~~ 2003, to the department of education, the  
13 22 amount of one million ~~nine~~ four hundred thousand dollars for  
13 23 the issuance of national board certification awards in  
13 24 accordance with section 256.44.

13 25 c. For the fiscal year beginning ~~July 1, 2001, and ending~~  
13 26 ~~June 30, 2002, an amount up to two million four hundred~~  
13 27 ~~thousand dollars for first-year beginning teachers, and for~~  
13 28 ~~the fiscal year beginning~~ July 1, 2002, and succeeding fiscal  
13 29 years, an amount up to four million ~~seven~~ one hundred thousand  
13 30 dollars for first-year and second-year beginning teachers, to  
13 31 the department of education for distribution to school  
13 32 districts for purposes of the beginning teacher mentoring and  
13 33 induction programs. A school district shall receive one  
13 34 thousand three hundred dollars per beginning teacher  
13 35 participating in the program. If the funds appropriated for  
14 1 the program are insufficient to pay mentors and school  
14 2 districts as provided in this paragraph, the department shall  
14 3 prorate the amount distributed to school districts based upon  
14 4 the amount appropriated. Moneys received by a school district  
14 5 pursuant to this paragraph shall be expended to provide each  
14 6 mentor with an award of five hundred dollars per semester, at  
14 7 a minimum, for participation in the school district's  
14 8 beginning teacher mentoring and induction program; to  
14 9 implement the plan; and to pay any applicable costs of the  
14 10 employer's share of contributions to federal social security  
14 11 and the Iowa public employees' retirement system or a pension  
14 12 and annuity retirement system established under chapter 294,  
14 13 for such amounts paid by the district.

14 14 d. For the fiscal year beginning July 1, ~~2001~~ 2002, and  
14 15 ending June 30, ~~2002~~ 2003, up to one million ~~five~~ seven  
14 16 hundred thousand dollars to the department of education for

14 17 purposes of establishing the evaluator training program,  
 14 18 including but not limited to the development of criteria  
 14 19 models; an evaluation process; the training of providers;  
 14 20 development of a provider approval process; training materials  
 14 21 and costs; for payment to practitioners under section 284.10,  
 14 22 subsection 3, and to pay any applicable costs of the  
 14 23 employer's share of contributions to federal social security  
 14 24 and the Iowa public employees' retirement system or a pension  
 14 25 and annuity retirement system established under chapter 294,  
 14 26 for such amounts paid by the district; and for subsidies to  
 14 27 school districts for training costs. A portion of the funds  
 14 28 allocated to the department for purposes of this paragraph may  
 14 29 be used by the department for administrative purposes.  
 14 30 e. For the fiscal year beginning July 1, ~~2001~~ 2002, and  
 14 31 ending June 30, ~~2002~~ 2003, up to ~~one million five hundred~~  
 14 32 ~~fifty~~ thousand dollars to the department of education for  
 14 33 purposes of implementing the career development program  
 14 34 requirements of section 284.6, and the review panel  
 14 35 requirements of section 284.9. A portion of the funds  
 15 1 allocated to the department for purposes of this paragraph may  
 15 2 be used by the department for administrative purposes.  
 15 3 Sec. 20. Section 284.13, subsection 1, paragraph g,  
 15 4 unnumbered paragraph 1, Code Supplement 2001, is amended to  
 15 5 read as follows:  
 15 6 For ~~the each~~ fiscal year ~~beginning July 1, 2001, and ending~~  
 15 7 ~~June 30, 2002, the amount of in which funds are appropriated~~  
 15 8 ~~for purposes of this chapter, the moneys remaining from funds~~  
 15 9 ~~appropriated for purposes of this chapter~~ after distribution  
 15 10 as provided in paragraphs "a" through "f" and "h" shall be  
 15 11 allocated to school districts in accordance with the following  
 15 12 formula:  
 15 13 Sec. 21. 2001 Iowa Acts, chapter 161, section 21, is  
 15 14 amended to read as follows:  
 15 15 SEC. 21. Section 272.33, Code 2001, is repealed effective  
 15 16 July 1, ~~2002~~ 2003.  
 15 17 Sec. 22. MINIMUM TEACHER SALARY REQUIREMENTS – FY 2002-  
 15 18 2003.  
 15 19 1. Notwithstanding section 284.7, subsection 1, paragraph  
 15 20 "a", subparagraph (2), the minimum teacher salary paid by a  
 15 21 school district or area education agency for purposes of  
 15 22 teacher compensation in accordance with chapter 284, for the  
 15 23 fiscal year beginning July 1, 2002, and ending June 30, 2003,  
 15 24 shall be the minimum salary amount the school district or area  
 15 25 education agency paid to a first-year beginning teacher or,  
 15 26 the minimum salary amount the school district or area  
 15 27 education agency would have paid a first-year beginning  
 15 28 teacher if the school district or area education agency had  
 15 29 participated in the program in the 2001-2002 school year, in  
 15 30 accordance with section 284.7, subsection 1, Code Supplement  
 15 31 2001. If the school district or area education agency did not  
 15 32 employ a first-year beginning teacher in the 2001-2002 fiscal  
 15 33 year, the minimum salary is the amount that the district would  
 15 34 have paid a first-year beginning teacher under chapter 284 in  
 15 35 the 2001-2002 fiscal year.  
 16 1 2. Notwithstanding section 284.7, subsection 1, paragraph  
 16 2 "b", subparagraph (2), the minimum career teacher salary paid  
 16 3 to a career teacher who was a beginning teacher in the 2001-  
 16 4 2002 fiscal year, by a school district or area education  
 16 5 agency participating in the student achievement and teacher  
 16 6 quality program, for the fiscal year beginning July 1, 2002,  
 16 7 and ending June 30, 2003, shall be, unless the school district  
 16 8 has a minimum career teacher salary that exceeds thirty  
 16 9 thousand dollars, one thousand dollars greater than the  
 16 10 minimum salary amount the school district or area education  
 16 11 agency paid to a first-year beginning teacher if the school  
 16 12 district or area education agency participated in the program  
 16 13 during the 2001-2002 school year, or the minimum salary amount  
 16 14 the school district or area education agency would have paid a  
 16 15 first-year beginning teacher if the school district or area

16 16 education agency had participated in the program in the 2001-  
16 17 2002 school year, in accordance with section 284.7, subsection  
16 18 1, Code Supplement 2001.

16 19 3. Notwithstanding section 284.7, subsection 1, paragraph  
16 20 "b", subparagraph (2), and except as provided in subsection 2,  
16 21 the minimum career teacher salary paid by a school district or  
16 22 area education agency participating in the student achievement  
16 23 and teacher quality program, for purposes of teacher  
16 24 compensation in accordance with chapter 284, for the fiscal  
16 25 year beginning July 1, 2002, and ending June 30, 2003, shall  
16 26 be the minimum salary amount the school district or area  
16 27 education agency paid to a career teacher if the school  
16 28 district or area education agency participated in the program  
16 29 during the 2001-2002 school year, or, the minimum salary  
16 30 amount the school district or area education agency would have  
16 31 paid a career teacher if the school district or area education  
16 32 agency had participated in the program in the 2001-2002 school  
16 33 year, in accordance with section 284.7, subsection 1, Code  
16 34 Supplement 2001.

16 35 Sec. 23. STUDENT ACHIEVEMENT AND TEACHER QUALITY –  
17 1 INCLUSION STUDY. The department of education shall conduct a  
17 2 study regarding the feasibility of including within the  
17 3 student achievement and teacher quality program individuals  
17 4 who hold a practitioner's license issued under chapter 272, or  
17 5 a letter of authorization or statement of professional  
17 6 recognition issued by the board of educational examiners, are  
17 7 employed in a nonadministrative position by school districts  
17 8 and area education agencies pursuant to contracts issued by  
17 9 boards of directors under section 279.13, and are not  
17 10 currently included in the program. The study shall address  
17 11 mentoring, career development, evaluation, and salaries and  
17 12 career levels for these individuals, as well as the costs of  
17 13 including these individuals in each aspect of the program.  
17 14 The department shall submit its findings and recommendations  
17 15 in a report to the chairpersons and ranking members of the  
17 16 senate and house standing committees on education and the  
17 17 joint appropriations subcommittee on education by December 15,  
17 18 2003.

17 19 Sec. 24. TEACHER CAREER PATH PILOT PROGRAM. It is the  
17 20 intent of the general assembly to create a statewide career  
17 21 path pilot program to be implemented in approved school  
17 22 districts during the school year beginning July 1, 2003, and  
17 23 ending June 30, 2004. By December 15, 2002, the department of  
17 24 education shall develop recommendations for the pilot program  
17 25 in consultation with persons representing teachers,  
17 26 administrators, school boards, and other education  
17 27 stakeholders as appropriate, and shall submit its  
17 28 recommendations to the chairpersons and ranking members of the  
17 29 senate and house standing committees on education and the  
17 30 joint appropriations subcommittee on education. The  
17 31 recommendations shall, at a minimum, include proposals for  
17 32 grant criteria; measures by which a school district may  
17 33 identify the characteristics that define a career II and  
17 34 advanced level teacher; conditions under which a teacher may  
17 35 advance to the career II and advanced levels including the  
18 1 performance evaluation required to advance to the next career  
18 2 level; maximum use of the career and advanced teacher's skills  
18 3 and knowledge to benefit the school district and its students;  
18 4 training necessary for adjudicators for purposes of section  
18 5 284.8, subsection 3; and a review process.

18 6 Sec. 25. REPORT TO DEPARTMENT – NUMBER OF PRESCHOOL  
18 7 TEACHERS EMPLOYED. By July 30, 2002, each school district and  
18 8 area education agency shall report to the department of  
18 9 education the number of preschool teachers employed by the  
18 10 school district or area education agency on the third Friday  
18 11 of September 2001.

18 12 Sec. 26. EFFECTIVE DATE. The section of this Act amending  
18 13 2001 Iowa Acts, chapter 161, section 21, being deemed of  
18 14 immediate importance, takes effect upon enactment.

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18 16

18 17

18 18

BRENT SIEGRIST

18 19

Speaker of the House

18 20

18 21

18 22

18 23

MARY E. KRAMER

18 24

President of the Senate

18 25

18 26 I hereby certify that this bill originated in the House and

18 27 is known as House File 2549, Seventy-ninth General Assembly.

18 28

18 29

18 30

18 31

MARGARET THOMSON

18 32

Chief Clerk of the House

18 33 Approved \_\_\_\_\_, 2002

18 34

18 35

19 1

19 2 THOMAS J. VILSACK

19 3 Governor

CHAPTER 83

TEACHER QUALITY PROGRAM

**281—83.1(284) Purpose.** The goal of the teacher quality program is to enhance the learning, achievement, and performance of all students through the recruitment, support, and retention of quality Iowa teachers. It is expected that each Iowa school district will implement the teacher quality program by July 2003. The program shall contain specific strategies that include a mentoring and induction program for beginning teachers, comprehensive teacher evaluations, and district and building support for professional development that includes best practices aimed at increasing student achievement.

**281—83.2(284) Definitions.** For the purpose of these rules, the following definitions shall apply: “*Beginning teacher*” means an individual serving under an initial provisional license, issued by the board of educational examiners under Iowa Code chapter 272, who is assuming a position as a classroom teacher.

“*Classroom teacher*” means an individual who holds a valid practitioner’s license under Iowa Code chapter 272 and who is employed under a teaching contract with a school district or area education agency in the state of Iowa to provide classroom instruction to students.

“*Comprehensive evaluation*” means a summative evaluation of a teacher conducted by an evaluator for purposes of performance review, for recommendation for educational licensure and to determine whether the teacher’s practice meets the school district expectations for a career teacher.

“*Department*” means the department of education.

“*Director*” means the director of the department of education.

“*District facilitator*” means an individual in Iowa who serves as a coordinator for a district mentoring and induction program.

“*Mentor*” means an individual, employed by a school district or area education agency as a classroom teacher or a retired teacher, who holds a valid license issued under Iowa Code chapter 272. The individual must have a record of four years of successful teaching practice with at least two of the four years on a nonprobationary basis and must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers.

“*School board*” means the board of directors of a school district or a collaboration of boards of directors of school districts.

“*School district*” means a public school district.

“*State board*” means the state board of education.

“*Teacher*” means an individual holding a practitioner’s license issued under Iowa Code chapter 272, who is employed as a teacher, librarian, media specialist or counselor in a nonadministrative position by a school district pursuant to a contract issued by a board of directors under Iowa Code section 279.13. A teacher may be employed in both an administrative and a nonadministrative position by a board of directors and shall be considered a part-time teacher for the portion of time that the teacher is employed in a nonadministrative position.

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**281—83.3(284) Mentoring and induction program.**

**83.3(1) Purpose.** The beginning teacher mentoring and induction program is created to promote excellence in teaching, enhance student achievement, build a supportive environment within school districts, increase the retention of promising beginning teachers, and promote the personal and professional well-being of classroom teachers.

**83.3(2) District participation.** A school district is eligible to receive moneys appropriated for purposes specified in this chapter if the school board applies to the department to implement a beginning teacher mentoring and induction program in the manner prescribed by the department. A school district, with the coordination of a district facilitator, may provide a beginning teacher mentoring and induction program for all beginning teachers in the school years beginning July 1, 2001, July 1, 2002, and July 1, 2003. A beginning teacher shall be informed by the school district, prior to the beginning teacher’s participation in a mentoring and induction program, of the criteria upon which the beginning teacher shall be evaluated and of the evaluation process utilized by the school district. The beginning teacher shall be comprehensively evaluated to determine successful completion of the program and whether the teacher meets expectations to move to the career level. The school district shall recommend for an educational license a beginning teacher who has successfully completed the program as determined by a comprehensive evaluation. A school district may offer a teacher a third year of participation in the program if, after conducting a comprehensive evaluation, the school district determines that the teacher is likely to successfully complete the mentoring and induction program by the end of the third year of eligibility. A teacher who is granted a third year of eligibility shall be provided with support for the district expectations for a career teacher through the district beginning teacher mentoring and induction program. The school district shall notify the board of educational examiners that the teacher will participate in a third year of the school district’s program. The teacher shall undergo a

comprehensive evaluation at the end of the third year. For purposes of comprehensive evaluations for beginning teachers, including the comprehensive evaluation required for the beginning teacher to progress to career teacher, the criteria shall be based upon the models developed pursuant to 2001 Iowa Acts, Senate File 476, section 14, and established pursuant to Iowa Code chapter 20. A participating school district shall participate in state program evaluations.

**83.3(3) District plan.** Each participating school district shall develop a sequential two-year beginning teacher mentoring and induction plan based on the Iowa teaching standards. The plan shall be included in the school district's comprehensive school improvement plan submitted pursuant to Iowa Code section 256.7, subsection 21. A school district that wishes to participate in the program shall have the board adopt a beginning teacher mentoring and induction program plan and written procedures for the program. At the board's discretion, the district may choose to use or revise the model plan provided by the area education agency or develop a plan locally. The components of a district beginning teacher mentoring and induction program shall include, but are not limited to, the following:

a. Goals for the program.

b. A process for the selection of mentors.

c. A mentor training process which shall:

(1) Be consistent with effective staff development practices and adult professional needs to include skills needed for classroom teaching, demonstration, and coaching.

(2) Address mentor needs, indicating a clear understanding of the role of the mentor.

(3) Result in the mentor's understanding of the personal and professional needs of new teachers.

(4) Provide the mentor with an understanding of the district expectations for beginning teacher competencies based on the Iowa teaching standards.

(5) Facilitate the mentor's ability to provide guidance and support to new teachers.

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d. A supportive organizational structure for beginning teachers which shall include:

(1) Activities that provide access and opportunities for interaction between mentor and beginning teacher that at a minimum provide:

1. Released time for mentors and beginning teachers to plan;

2. The demonstration of classroom practices;

3. The observation of teaching; and

4. Feedback.

(2) Selection process for who will be in the mentor/beginning teacher partnership.

(3) Roles and responsibilities of the mentor.

e. Evaluation process for the program, which shall include:

(1) An evaluation of the district program goals,

(2) An evaluation process that provides for the minor and major program revisions, and

(3) A process for how information about the program will be provided to interested stakeholders.

f. The process for dissolving mentor and beginning teacher partnerships.

g. A plan that reflects the needs of the beginning teacher employed by the district.

h. Activities designed to support beginning teachers by:

(1) Developing and enhancing competencies for the Iowa teaching standards, and

(2) Providing research-based instructional strategies.

**83.3(4) Budget.** Funds received by a school district from the beginning teacher mentoring and induction program shall be used for any or all of the following purposes:

a. To pay mentors as they implement the plan. A mentor in a beginning teacher induction program approved under this chapter shall be eligible for an award of \$500 per semester for full participation in the program. A district may use local dollars to increase the mentor award.

b. To pay any applicable costs of the employer's share of contributions to federal social security and the Iowa public employees' retirement system for a pension and annuity retirement system established under Iowa Code chapter 294 for such amounts paid by the district.

These funds are miscellaneous funds or are considered encumbered. A school district shall maintain a separate listing within its budget for payments received and expenditures made for this program. Funds that remain unencumbered or unobligated at the end of the fiscal year will not revert, but will remain available for expenditure for the purposes of the program until the close of the succeeding fiscal year.

**281—83.4(284) Iowa teaching standards and model criteria.** The Iowa teaching standards and supporting model criteria represent a set of knowledge and skills that reflects the best evidence available regarding effective teaching. The purpose of the standards and supporting model criteria is to provide Iowa school districts with a consistent representation of the complexity and the possibilities of quality teaching. The standards shall serve as the basis for comprehensive evaluations of teachers and as a basis for professional development plans. Each standard with suggested model criteria is outlined as follows:

**83.4(1)** *Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals.* The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.

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- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

**83.4(2)** *Demonstrates competence in content knowledge appropriate to the teaching position.* The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

**83.4(3)** *Demonstrates competence in planning and preparing for instruction.* The teacher:

- a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses students' developmental needs, backgrounds, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

**83.4(4)** *Uses strategies to deliver instruction that meets the multiple learning needs of students.*

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

**83.4(5)** *Uses a variety of methods to monitor student learning.* The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

**83.4(6)** *Demonstrates competence in classroom management.* The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models, and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for student learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

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**83.4(7)** *Engages in professional growth.* The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

**83.4(8)** *Fulfills professional responsibilities established by the school district.* The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district and building goals.

d. Demonstrates an understanding of and respect for all learners and staff.

e. Collaborates with students, families, colleagues, and communities to enhance student learning.

**281—83.5(256E) Funding for approved programs.** Rescinded IAB 9/5/01, effective 10/10/01.

**281—83.6(79GA,SF476,HF413) Beginning teacher mentoring and induction program budget.** Rescinded IAB 5/29/02, effective 7/3/02.

**281—83.7(256E) Appeal of grant denial or termination.** Rescinded IAB 9/5/01, effective 10/10/01.

**281—83.8(256E) Annual report.** Rescinded IAB 9/5/01, effective 10/10/01.

These rules are intended to implement Iowa Code Supplement chapter 284 and 2002 Iowa Acts, House File 2549.

[Filed emergency 8/16/99—published 9/8/99, effective 8/20/99]

[Filed 10/21/99, Notice 9/8/99—published 11/17/99, effective 12/22/99]

[Filed 8/4/00, Notice 6/28/00—published 8/23/00, effective 9/27/00]

[Filed 8/10/01, Notice 6/27/01—published 9/5/01, effective 10/10/01]

[Filed 5/9/02, Notice 2/6/02—published 5/29/02, effective 7/3/02]

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APPENDIX F  
IOWA CODE AND  
IOWA ADMINISTRATIVE CODE  
APPLICABLE TO  
AREA EDUCATION AGENCY ACCREDITATION

**273.10 Accreditation of area education programs.**

1. The department of education shall develop, in consultation with the area education agencies, and establish an accreditation process for area education agencies by July 1, 1997. At a minimum, the accreditation process shall consist of the following:

a. The timely submission by an area education agency of information required by the department on forms provided by the department.

b. The use of an accreditation team appointed by the director of the department of education to conduct an evaluation, including an on-site visit of each area education agency. The team shall include, but is not limited to, department staff members, representatives from the school districts served by the area education agency being evaluated, area education agency staff members from area education agencies other than the area education agency that conducts the programs being evaluated for accreditation, and other team members with expertise as deemed appropriate by the director.

2. Prior to a visit to an area education agency, the accreditation team shall have access to that area education agency's program audit report filed with the department. After a visit to an area education agency, the accreditation team shall determine whether the accreditation standards for a program have been met and shall make a report to the director and the state board, together with a recommendation as to whether the programs of the area education agency should receive initial accreditation or remain accredited. The accreditation team shall report strengths and weaknesses, if any, for each accreditation standard and shall advise the area education agency of available resources and technical assistance to further enhance the strengths and improve areas of weakness. An area education agency may respond to the accreditation team's report.

3. The state board of education shall determine whether a program of an area education agency shall receive initial accreditation or shall remain accredited. Approval of area education agency programs by the state board shall be based upon the recommendation of the director of the department of education after a study of the factual and evaluative evidence on record about each area education agency program in terms of the accreditation standards adopted by the state board.

Approval, if granted, shall be for a term of five years. However, the state board may grant conditional approval for a term of less than five years if conditions warrant.

4. If the state board of education determines that an area education agency's program does not meet accreditation standards, the director of the department of education, in cooperation with the board of directors of the area education agency, shall establish a remediation plan prescribing the procedures that must be taken to correct deficiencies in meeting the program standards, and shall establish a deadline date for correction of the deficiencies. The remediation plan is subject to the approval of the state board.

5. The area education agency program shall remain accredited during the implementation of the remediation plan. The accreditation team shall visit the area education agency and shall determine whether the deficiencies in the standards for the program have been corrected and shall make a report and recommendation to the director and the state board of education. The state board shall review the report and recommendation and shall determine whether the deficiencies in the program have been corrected.

6. If the deficiencies in an area education program have not been corrected, the agency board shall take one of the following actions within sixty days from removal of accreditation:

a. Merge the deficient program with a program from another accredited area education agency.

b. Contract with another area education agency or other public educational institution for purposes of program delivery.

The rules developed by the state board of education for the accreditation process shall include provisions for removal of accreditation, including provisions for proper notice to the administrator of the area education agency, each member of the board of directors of the area education agency, and the superintendents and administrators of the schools of the districts served by the area education agency.

**Section History: Recent form**

96 Acts, ch 1215, §49; 2001 Acts, ch 114, §1

**Internal References**

Referred to in § 273.23

### 273.11 Standards for accrediting area education programs.

1. The state board of education shall develop standards and rules for the accreditation of area education agencies by July 1, 1997. Standards shall be general in nature, but at a minimum shall identify requirements addressing the services provided by each division, as well as identifying indicators of quality that will permit area education agencies, school districts, the department of education, and the general public to judge accurately the effectiveness of area education agency services.
2. Standards developed shall include, but are not limited to, the following:
  - a. Support for school-community planning, including a means of assessing needs, establishing shared direction and implementing program plans and reporting progress.
  - b. Professional development programs that respond to current needs.
  - c. Support for curriculum development, instruction, and assessment for reading, language arts, math and science, using research-based methodologies.
  - d. Special education compliance and support.
  - e. Management services, including financial reporting and purchasing as requested and funded by local districts.
  - f. Support for instructional media services that supplement and support local district media centers and services.
  - g. Support for school technology planning and staff development for implementing instructional technologies.
  - h. A program and services evaluation and reporting system.
  - i. Support for school district libraries in accordance with section 273.2, subsection 4.

#### Section History: Recent form

96 Acts, ch 1215, §50; 2001 Acts, ch 158, §24

#### Internal References

Referred to in § 273.23

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## CHAPTER 72

### ACCREDITATION OF AREA EDUCATION AGENCIES

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**281—72.1(273) Scope.** The purpose of Iowa's early childhood through twelfth grade educational system is to support learning for all students. Area education agencies, as part of that system, exist to provide leadership and equitable services for school improvement to schools and school districts in order to enable every learner to perform at higher education levels. Area education agencies are subject to accreditation by the state board of education as specified in Iowa Code section 273.10. These rules apply to the accreditation of area education agencies.

#### **281—72.2(273) Definitions.**

"AEA" is an acronym for area education agency.

"Agencywide goals" means cross-divisional desired targets to be reached over an extended period of time, derived from agencywide needs assessment and state and local student learning needs, and upon which services are focused.

"Baseline data" means information gathered at a selected point in time and used thereafter as a basis from which to monitor change.

"Board" means the Iowa state board of education.

"Department" means the state department of education.

"Director" means the state director of the department of education.

"Equitable" means that services provided by an AEA are accessible to all schools and school districts within the agency's service region.

"External knowledge base" means what is known, such as research and student achievement data, from the state or the nation about how learners in other settings perform and respond in a content area such as reading, mathematics, or science, as well as what is known about developing a learning environment that will support the desired student performance and response in a content area such as reading, mathematics, or science.

"Indicators of improvement" means internal data the agency uses to determine how well its continuous improvement processes are implemented.

"Indicators of quality" means external data sources which measure the effectiveness of services.

"School" means an accredited nonpublic school.

"School district" means a public school district.

"State indicators" means the school and school district indicators defined in 281—paragraph 12.8(3) "a."

**281—72.3(273) Accreditation components.** To be accredited by the board and maintain accreditation status, an AEA shall: provide services which meet the standards defined in rule 281—72.4(273), establish a comprehensive improvement plan as defined in rule 281—72.9(273), submit a board-approved

annual budget as defined in subrule 72.10(1), and annually provide a progress report as defined in subrule 72.10(2).

**281—72.4(273) Standards for services.** An AEA shall provide services that meet these standards as evidenced by, but not limited to, the descriptors following each standard. These services shall be accessible to all schools and school districts within the agency's service region.

**72.4(1)** The AEA shall deliver services for school-community planning. The AEA assists schools and school districts in assessing needs of all students, developing collaborative relationships among community agencies, establishing shared direction, implementing actions to meet goals, and reporting progress towards goals.

**72.4(2)** The AEA shall deliver professional development services for schools, school districts and AEA instructional, administrative, and support personnel. The AEA anticipates and responds to schools' and school districts' needs; supports proven and emerging educational practices; aligns with school and school district comprehensive long-range and annual improvement goals; uses adult learning theory; supports improved teaching; uses theory, demonstration, practice, feedback, and coaching; and addresses professional development activities as required by the Iowa Code or administrative rules.

**72.4(3)** The AEA shall deliver curriculum, instruction, and assessment services that address the areas of reading, language arts, mathematics, and science but may also be applied to other curriculum areas. These services support the development, implementation, and assessment of rigorous content standards in, but not limited to, reading, mathematics, and science. The AEA assists schools and school districts in gathering and analyzing student achievement data as well as data about the learning environment, compares those data to the external knowledge base, and uses that information to guide school and school district goal setting and implementation of actions to improve student learning.

**72.4(4)** The AEA shall address the diverse learning needs of all children and youth, including but not limited to services which address gifted and talented students, and meet the unique needs of students with disabilities who require special education. Services provide support to schools and school districts and include special education compliance with Iowa administrative rules for special education.

**72.4(5)** The AEA shall provide services that support multicultural, gender-fair approaches to the educational program pursuant to Iowa Code section 256.11. These services assist schools and school districts to take actions that ensure all students are free from discriminatory acts and practices; to establish policies and take actions that ensure all students are free from harassment; to incorporate into the educational program instructional strategies and student activities related to responsibilities, rights, and the respect for diversity which are necessary for successful citizenship in a diverse community and a global economy; and to incorporate on an ongoing basis activities within professional development that prepare and assist all employees to work effectively with diverse learners.

**72.4(6)** The AEA shall deliver media services. These services align with school and school district needs, support effective instruction, and provide consultation, research and information services, instructional resources, and materials preparation and dissemination to assist schools and school districts to meet the learning needs of all students and support local district media services. These services support the implementation of content standards in, but not limited to, reading, mathematics, and science. These services also support and integrate emerging technology.

**72.4(7)** The AEA shall supplement and support effective instruction for all students through school technology services. These services provide technology planning, technical assistance, and professional development, and support the incorporation of instructional technologies to improve student achievement. These services support the implementation of content standards in, but not limited to, reading, mathematics, and science. These services support and integrate emerging technology.

**72.4(8)** The AEA shall deliver services that develop leadership based upon the Iowa Standards for School Administrators as adopted by the board of educational examiners. Leadership services assist with recruitment, induction, retention, and professional development of educational leaders. AEAs develop and deliver leadership programs based on local and state educational needs and best practices.

**72.4(9)** The AEA shall deliver management services if requested. If the AEA provides management services to school districts, the services shall conform to the provisions of Iowa Code section 273.7A.

**281—72.5(273) Discretionary programs and services.** Rescinded IAB 9/5/01, effective 10/10/01.

**281—72.6** Reserved.

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**281—72.7(273) Indicators of quality.** Rescinded IAB 9/5/01, effective 10/10/01.

**281—72.8** Reserved.

**281—72.9(273) Comprehensive improvement plan.** Each AEA, on a cycle established by the department, shall submit to the department a comprehensive improvement plan. The plan shall be the basis for the improvement actions taken by the agency and shall also serve as a basis for the comprehensive site visit.

**72.9(1) Comprehensive improvement plan contents.** At a minimum, the comprehensive improvement plan for an AEA shall include the following:

*a. Needs assessment.* The plan shall contain a description of how the AEA conducts ongoing needs assessment.

*b. Needs assessment summary.* The plan shall contain a summary of the findings from agencywide needs assessment. The summary, at a minimum, shall include the following:

(1) Findings from AEA internal needs assessment which includes, at a minimum, four indicators of improvement:

1. Implementation of a continuous improvement model;
2. Implementation of services that respond to schools' and school districts' needs;
3. Demonstration of proactive leadership;

4. Use of data to implement actions to improve student learning;

(2) Findings from school and school district state indicator data;

(3) Findings from reviews of school and school district comprehensive school improvement plans;

(4) Findings from the department's comprehensive site visit reports to schools and school districts;

(5) Findings from AEA comprehensive site visit reports; and

(6) Findings from the department's statewide customer service survey.

*c. Agencywide goals.* The plan shall contain agencywide goals developed as a result of needs assessment findings. Agencywide goals shall be measurable and, at a minimum, focused on assisting schools and school districts with the school improvement process and improving teaching and learning as evidenced in the indicators of quality as prescribed in subrule 72.10(2).

*d. Services.* The plan shall describe the services developed to meet agencywide goals and to meet the standards defined in this chapter.

*e. Action plans.* The plan shall include agencywide actions to accomplish agencywide goals.

Action plans shall include evidence of meeting all standards for services. Action plans shall include provisions for equitable availability of services. The agencywide action plans shall include, at a minimum, the following components:

(1) Agencywide data sources;

(2) Agencywide baseline data;

(3) Services to meet the agencywide goals;

(4) Agencywide resources, which include funding, staff allocation, and time and may be delivered directly, through contractual agreements, and through collaborative arrangements with other educational or community agencies;

(5) Agencywide responsible parties that will monitor the implementation of services in the action plan;

(6) A system for measuring the efficiency and effectiveness of services; and

(7) A process for reporting progress toward agencywide goals.

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*f. Provisions for management services.* If the AEA provides management services to school districts, the plan shall include a description of how the agency provides those services as described in Iowa Code section 273.7A.

**72.9(2) Plan submission and cycle.** Rescinded IAB 9/5/01, effective 10/10/01.

**72.9(3) Comprehensive improvement plan review process.** The comprehensive improvement plan of an AEA shall be reviewed by the department to determine if the plan meets the requirements of this chapter. An AEA will be provided reasonable time to correct any deficiencies.

**281—72.10(273) Annual budget and annual progress report.** Each AEA shall submit to the board an annual budget as required by Iowa Code section 273.3 and shall provide an annual progress report on the indicators of quality and the agencywide goals.

**72.10(1) Annual budget.** An annual budget shall be submitted by an AEA accredited by the board or an AEA that has been given conditional accreditation by the board as described in Iowa Code section 273.3(12) and subrule 72.11(4) to the board for approval, on forms provided by the department, no later than March 15 preceding the next fiscal year. The board shall review the proposed budget and shall, before April 1, either grant approval or return the budget without approval with comments of the board included. An unapproved budget shall be resubmitted to the board for final approval no later

than April 15.

**72.10(2) Annual progress report.** An AEA shall annually submit a written progress report to its schools and school districts and the department and make the report available to the public. The report shall include, but not be limited to, the following information:

*a. Agencywide goals.* Progress, at a minimum, toward the agencywide goals described in paragraph 72.9(1) "c" shall be reported. This progress shall include agencywide baseline data and changes in the baseline data as a result of services provided in each action plan.

*b. Indicators of quality.* Aggregated agencywide data shall include baseline data and trends over time for the following indicators of quality from, at a minimum, the state indicators, the statewide customer service survey, school and school district comprehensive school improvement plans, and school and school district annual progress reports:

(1) Targeted assistance. An AEA assists schools and school districts with specific student, teacher, and school needs evidenced in local school improvement plans by:

1. Addressing teacher, school and school district needs.
2. Responding to student learning needs.

(2) Improved student learning. An AEA assists schools and school districts in:

1. Improving student achievement in mathematics.
2. Improving student achievement in reading.
3. Improving student achievement in science.
4. Reducing student achievement gaps in mathematics.
5. Reducing student achievement gaps in reading.
6. Reducing student achievement gaps in science.
7. Reducing dropout rates.
8. Preparing students for postsecondary success.
9. Planning to ensure that students complete a core program.

(3) Improved teaching. An AEA assists schools and school districts in improving teaching in the following areas:

1. Mathematics.
2. Reading.
3. Science.

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(4) Resource management. An AEA assists schools and school districts:

1. By delivering cost-efficient services.
2. By timely delivery of services.

(5) Customer satisfaction with services. An AEA determines customer satisfaction through:

1. High levels of participation.
2. High levels of customer satisfaction with quality of AEA services.

(6) Annual progress report review process. The annual progress report of an AEA shall be reviewed by a team appointed by the director. Following the review of an AEA's report, feedback will be provided to the agency.

**281—72.11(273) Comprehensive site visit.**

**72.11(1) On-site review.** An accreditation team shall conduct one or more on-site reviews of the AEA's progress toward agencywide goals and shall determine if services meet the standards in this chapter. Prior to an on-site review of an AEA, the accreditation team shall have access to the AEA's comprehensive improvement plan, annual progress report, and annual budget as well as any other information collected by the department relating to the AEA.

**72.11(2) Accreditation team.** The membership of the accreditation team shall be determined by the director. Each team member should have appropriate competencies, background, and experiences to enable the member to contribute to the evaluation visit. The team shall include at least four members, including, but not limited to:

- a. Department staff.
- b. Representatives from various sizes of schools and school districts served by the AEA being evaluated.
- c. AEA staff from other AEAs.
- d. Others with expertise as deemed appropriate by the director.

**72.11(3) Accreditation team action.** After an on-site review of an AEA, the accreditation team shall determine whether the requirements of this chapter have been met and shall make a report to the director identifying which standards and other accreditation requirements in this chapter an AEA has or has not met. The accreditation team shall report strengths and weaknesses, if any, for each standard or requirement, and shall advise the AEA of available resources and technical assistance to further enhance the strengths and improve areas of weakness. An AEA may respond to the accreditation team's report by providing to the board factual information concerning its services.

**72.11(4) Accreditation.** All AEAs shall be deemed accredited upon the date of implementation of these rules. Accreditation of an AEA by the board shall be based on the recommendation of the director after study of the factual and evaluative evidence on record about the standards and other requirements as described in this chapter and based upon the timely submission of information required by the department. If, at any time, the board determines that an AEA has not met all standards and other requirements, the board shall require the AEA to address the deficiencies.

**a. Accreditation status.** After completion of the comprehensive site visit under rule 281—72.11(273), the board shall grant continuation of accreditation if all standards and other requirements are met. If the board determines that an AEA has not met all standards and other requirements, the board shall grant conditional accreditation to the agency.

**b. Conditional accreditation.** If the board grants conditional accreditation, the department shall notify the administrator of the AEA and each member of the board of directors of the AEA within 15 days. The notice shall contain a description of the accreditation deficiencies.

**c. Remediation plan.** Upon granting of conditional accreditation by the board, the director, in cooperation with the board of directors of the AEA, shall establish a remediation plan. The remediation plan shall describe how the AEA will correct deficiencies to meet accreditation standards and shall establish a timeline and deadline date for correction of the deficiencies. The remediation plan is subject to the approval of the board. The AEA shall remain conditionally accredited during the implementation of the remediation plan.

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*d. Implementation of remediation plan.* At intervals prescribed in the remediation plan or at the request of the director, the accreditation team shall revisit the AEA and shall determine whether the deficiencies in the accreditation standards are being or have been corrected and shall make a report and recommendation to the director and the board. The board shall review this report and recommendations and shall determine whether the deficiencies have been corrected.

*e. Failure to correct deficiencies.* If the deficiencies have not been corrected within the time stipulated in the remediation plan, the board shall remove accreditation of the agency. At the hearing before the board, the AEA may be represented by counsel and may present evidence. The board may provide for the hearing to be recorded or reported. If requested by the AEA at least 10 days before the hearing, the board shall provide for the hearing to be recorded or reported at the expense of the AEA. Within 30 days after the hearing, the board shall render a written decision approving or removing the accreditation. Action by the board at this time is final agency action for the purposes of Iowa Code chapter 17A. The department shall notify the administrator of the AEA, each member of the board of directors of the AEA, and the schools and school districts served by the AEA of the decision of the board.

*f. Required response to removal of accreditation.* After removal of accreditation of the agency, the AEA board of directors shall make provisions for the continuation of services to schools and school districts subject to approval by the state board of education.

These rules are intended to implement Iowa Code section 273.10.

[Filed 8/8/97, Notice 5/7/97—published 8/27/97, effective 10/1/97]

[Filed 8/10/01, Notice 4/18/01—published 9/5/01, effective 10/10/01]

# APPENDIX G

## IOWA ADMINISTRATIVE CODE

### LICENSURE

Ch 14, p.1 Educational Examiners[282] IAC 6/27/01

#### CHAPTER 14

#### ISSUANCE OF PRACTITIONER'S LICENSES AND ENDORSEMENTS

[Prior to 9/7/88, see Public Instruction Department[670] Ch 70]

[Prior to 10/3/90, see Education Department[281] Ch 73]

[282—14.25 to 14.29 transferred from 281—84.18 to 84.22, IAB 1/9/91, effective 12/21/90]

#### **RULES IN EFFECT PRIOR TO AUGUST 31, 2001**

**282—14.1(272) Applicants desiring Iowa licensure.** Licenses are issued upon application filed on a form provided by the board of educational examiners.

**14.1(1)** Effective October 1, 2000, an initial applicant will be required to submit a completed fingerprint packet that accompanies the application to facilitate a national criminal history background check.

The nonrefundable fee for the evaluation of the fingerprint packet will be assessed to the applicant.

**14.1(2)** Effective October 1, 2000, an Iowa division of criminal investigation background check will be conducted on initial applicants. The nonrefundable fee for the evaluation of the DCI background check will be assessed to the applicant.

**282—14.2(272) Applicants from recognized Iowa institutions.** An applicant for initial licensure who completes the teacher or administrative preparation program from a recognized Iowa institution shall have the recommendation for the specific endorsement(s) from the designated recommending official at the recognized education institution where the preparation was completed. A recognized Iowa institution is one which has its program of preparation approved by the state board of education according to standards established by the board.

**282—14.3(272) Applicants from recognized non-Iowa institutions.** An applicant for initial licensure who completes the teacher or administrative preparation program from a recognized non-Iowa institution shall have the recommendation for the specific endorsement from the designated recommending official at the recognized institution where the preparation was completed, provided all requirements for Iowa licensure have been met.

Applicants whose preparation was completed through a nontraditional program or through an accumulation of credits from several institutions shall file all transcripts with the board of educational examiners for a determination of eligibility for licensure.

A recognized non-Iowa institution is one which is accredited by the regional accrediting agency for the territory in which the institution is located.

**282—14.4(272) Applicants from foreign institutions.** An applicant for initial licensure whose preparation was completed in a foreign institution will be required to have all records translated into English and then file these records with the board of educational examiners for a determination of eligibility for licensure.

**282—14.5(272) Issue date on original license.** A license is valid only from and after the date of issuance.

**282—14.6(272) Adding endorsements to licenses.** After the issuance of a teaching or administrative license, an individual may add other endorsements to that license upon proper application provided current requirements for that endorsement, as listed in 282—14.20(272) and 14.21(272), have been met. An updated license with expiration date unchanged from the original or renewed license will be prepared. In addition to the requirements listed in 282—14.20(272) and 14.21(272), applicants for endorsements shall have completed a methods class appropriate for teaching the general subject area of the endorsement added.

Practitioners who are adding a secondary teaching endorsement and have not student taught at the secondary level shall complete a teaching practicum appropriate for teaching at the level of the new endorsement.

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Practitioners holding the K-6 endorsement in the content area of the 7-12 endorsement being added may satisfy the requirement for a teaching practicum by completing all required coursework and presenting verification of competence. This verification of competence shall be signed by a licensed evaluator who has observed and formally evaluated the performance of the applicant at the secondary level.

To add an endorsement, the applicant must follow one of these options:

Option 1. Identify with a recognized Iowa teacher preparing institution and meet that institution's current requirements for the endorsement desired and receive that institution's recommendation.

Option 2. Identify with a recognized Iowa teacher education institution and receive a statement that the applicant has completed the equivalent of the institution's approved program for the endorsement

sought.

Option 3. Identify with a recognized teacher education institution and receive a statement that based on the institution's evaluation of the individual's preparation the applicant has completed all of the Iowa requirements for the endorsement sought.

Option 4. If an applicant cannot obtain a recommendation for an endorsement from an institution, and if the applicant can document that all the Iowa requirements have been met, the applicant may apply for the endorsement by filing transcripts and supporting documentation for review. The application must be accompanied by a letter of rejection from an institution that offers the endorsement. Upon receipt of all materials, the staff of the board of educational examiners will review the documents to determine if all Iowa requirements have been met.

**282—14.7(272) Correcting licenses.** If at the time of the original issuance or renewal of a certificate, a person does not receive an endorsement for which eligible, a corrected license will be issued. Also, if a person receives an endorsement for which not eligible, a corrected license will be issued.

**282—14.8(272) Duplicate licenses.** Upon application and fee, duplicate licenses will be issued. The fee for the duplicate license is set out in subrule 14.32(3).

**282—14.9(272) Fraud in procurement or renewal of licenses.** Fraud in procurement or renewal of a license or falsifying records for licensure purposes will constitute grounds for filing a complaint with the board of educational examiners.

**282—14.10(272) Licenses.** The following licenses are issued by the board.

Provisional

Educational

Professional Teacher

Professional Administrator

Conditional

Substitute

Area Education Agency Administrator

Alternative Preparation

**282—14.11(272) Requirements for a provisional license.**

1. Baccalaureate degree from a regionally accredited institution.
2. Completion of an approved teacher education program.
3. Completion of an approved human relations component.
4. Completion of requirements for one of the teaching endorsements listed under 282—14.18(272), the special education teaching endorsements in 282—Chapter 15, or the secondary level occupational endorsements listed in rule 282—16.1(272).
5. Meet the recency requirement of 14.15“3.”

The provisional license is valid for two years and may be renewed under certain prescribed conditions listed in 282—17.8(272).

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**282—14.12(272) Requirements for an educational license.**

1. Completion of items 1, 2, 3, 4 listed under 14.11(272).
2. Evidence of two years' successful teaching experience based on a local evaluation process.
3. Meet the recency requirement of 14.15“3.”

The educational license is valid for five years and may be renewed by meeting requirements listed in 282—17.5(272).

**282—14.13(272) Requirements for a professional teacher's license.**

1. Holder of or eligible for an educational license.
  2. Five years of teaching experience.
  3. Master's degree in an instructional endorsement area, or in an area of educational or instructional improvement or school curriculum; the master's degree must be related to school-based programming.
- The professional teacher's license is valid for five years and may be renewed by meeting requirements listed in 282—17.6(272).

**282—14.14(272) Requirements for a professional administrator's license.**

1. Holder of or eligible for an educational license.
2. Three years of teaching experience.
3. Completion of an area of endorsement as listed in 282—14.23(272).
4. Meet the requirements for the evaluator approval.

The professional administrator's license is valid for five years and may be renewed by meeting requirements listed in 282—17.7(272).

**282—14.15(272) Requirements for a one-year conditional license.** A conditional license valid for one year may be issued to an individual who has completed a practitioner preparation program under the following conditions:

1. Has not completed all the required courses in the professional core from 14.19(3) “a” through “k.”

2. Has not completed an approved human relations component.
3. Recency—Meets the requirement(s) for a valid license but has had less than 160 days of teaching experience during the five-year period immediately preceding the date of application or has not completed six semester hours of college credit from a recognized institution within the five-year period.  
To obtain the desired license, the applicant must complete recent credit, and where recent credits are required, these credits shall be taken in professional education or in the applicant's endorsement area(s).
4. Degree not granted until next regular commencement. An applicant who meets the requirements for a license, with the exception of the degree but whose degree will not be granted until the next regular commencement, may be issued a one-year conditional license.
5. Based on an expired Iowa certificate or license, exclusive of a conditional license. The holder of an expired Iowa license, exclusive of a conditional license or a temporary certificate shall be eligible to receive a conditional license upon application. This license shall be endorsed for the type of service authorized by the expired license on which it is based.
6. Based on an administrative decision. The bureau of practitioner preparation and licensure is authorized to issue a conditional license to applicants whose services are needed to fill positions in unique need circumstances.

The conditional license is valid for one year and not renewable.

For a one-year conditional license with a special education endorsement, see 282—Chapter 15.

**282—14.16(272) Requirements for a two-year conditional license.** A conditional license valid for two years may be issued to an individual under the following conditions:

If a person is the holder of a valid license and is the holder of one or more endorsements, but is seeking to obtain some other endorsement, a two-year conditional license may be issued if requested by an employer and the individual seeking this endorsement has completed at least two-thirds of the content requirements or one-half of the content requirements in a state-designated shortage area, leading to completion of all requirements for that endorsement.

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For the principal's endorsement, three years of teaching experience must have been met prior to applying for the conditional license. For the superintendent's endorsement, three years of teaching experience and three years as a building principal or other PK-12 districtwide or intermediate agency experience are acceptable for becoming a superintendent, and must have been met prior to applying for the conditional license.

A school district administrator may file a written request with the board for an exception to the minimum content requirements on the basis of documented need and benefit to the instructional program.

The board will review the request and provide a written decision either approving or denying the request. This license is not renewable.

**282—14.17(272) Requirements for a substitute teacher's license.**

**14.17(1)** A substitute teacher's license may be issued to an individual who has met the following:

- a. Has been the holder of, or presently holds, a license in Iowa; or holds or held a regular teacher's license or certificate in another state, exclusive of temporary, emergency, substitute certificate or license, or a certificate based on an alternative certification program.
- b. Has successfully completed all requirements of an approved teacher education program and is eligible for the provisional license, but has not applied for and been issued this license, or who meets all requirements for the provisional license with the exception of the degree but whose degree will be granted at the next regular commencement.

**14.17(2)** A substitute license is valid for five years and for not more than 90 days of teaching in any one assignment during any one school year.

A school district administrator may file a written request with the board for an extension of the 90-day limit in one assignment on the basis of documented need and benefit to the instructional program. The board will review the request and provide a written decision either approving or denying the request.

**14.17(3)** The holder of a substitute license is authorized to teach in any school system in any position in which a regularly licensed teacher was employed to begin the school year.

In addition to the authority inherent in the provisional, educational, professional teacher, two-year exchange, and permanent professional licenses and the endorsement(s) held, the holder of one of these regular licenses may substitute on the same basis as the holder of a substitute license while the regular license is in effect.

This license may be renewed by meeting requirements listed in 282—17.9(272).

**282—14.18(272) Areas and grade levels of teaching endorsements.**

1. Teaching—Subject areas.

#### **Endorsements Grade Levels**

**K-6\* 7-12\*\***

Agriculture . . . . . X

Art . . . . . X X

Business — General . . . . .	X
Business — Office and Business —	
Marketing/Management . . . . .	X
Driver and Safety Education . . . . .	X
English/Language Arts . . . . .	X X
Foreign Language . . . . .	X X
Health . . . . .	X X
Home Economics . . . . .	X
Industrial Technology . . . . .	X
Journalism . . . . .	X
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Mathematics . . . . .	X X
Music . . . . .	X X
Physical Education . . . . .	X X
Reading . . . . .	X X
Science	
Basic . . . . .	X
Biological . . . . .	X
Chemistry . . . . .	X
Earth Science . . . . .	X
General Science . . . . .	X
Physical Science . . . . .	X
Physics . . . . .	X
Social Sciences	
American Government . . . . .	X
American History . . . . .	X
Anthropology . . . . .	X
Economics . . . . .	X
Geography . . . . .	X
History . . . . .	X
Psychology . . . . .	X
Social Studies . . . . .	X
Sociology . . . . .	X
World History . . . . .	X
Speech Communication/Theatre . . . . .	X X

## 2. Teaching—Other areas.

### Endorsements Grade Levels

#### Pk-K K-6\* 7-12\*\* K-12

Coach . . . . .	X
School Media Specialist . . . . .	X X X
General Elementary Teacher . . . . .	X
General Pk-K Teacher . . . . .	X
ESL Teacher . . . . .	X
Counselor . . . . .	X X
Reading Specialist . . . . .	X
School Nurse . . . . .	X

\*The holder of this endorsement may be assigned by local school board action to fulfill this assignment at the 7-8 grade level.

\*\*The holder of this endorsement may be assigned by local school board action to fulfill this assignment at the 5-6 grade level.

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### 282—14.19(272) Requirements for an original teaching subject area endorsement.

**14.19(1)** *Baccalaureate degree from a regionally accredited institution.*

**14.19(2)** *Completion of an approved human relations component.*

**14.19(3)** *Professional education core.* Completed coursework or evidence of competency in:

- Structure of American education.
- Philosophies of education.
- Professional ethics and legal responsibilities.
- Psychology of teaching.
- Audiovisual/media/computer technology.
- Evaluation techniques.
- Human growth and development related to the grade level endorsement desired.

- h. Exceptional learner (the program must include preparation that contributes to the education of the handicapped and the gifted and talented).
- i. Classroom management with an emphasis related to the grade level endorsement desired.
- j. Instructional planning and strategies for teaching related to the grade level endorsement desired.
- k. Curriculum organization, development with an emphasis on the subject and grade level endorsement desired.
- l. Completion of pre-student teaching field-based experiences.
- m. Methods of teaching with an emphasis on the subject and grade level endorsement desired.
- n. Student teaching in the subject area and grade level endorsement desired.

**14.19(4) Content.** Completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the endorsement areas listed in rule 14.18(272), the special education teaching endorsements in 282—Chapter 15, or the secondary level occupational endorsements listed in rule 282—16.1(272).

**282—14.20(272) Requirements for other teaching endorsements.**

**14.20(1) Athletic coach.** K-12.

- a. The holder of this endorsement may serve as a head coach or an assistant coach in kindergarten and grades one through twelve.
  - b. Program requirements.
    - (1) One semester hour college or university course in the structure and function of the human body in relation to physical activity.
    - (2) One semester hour college or university course in human growth and development of children and youth as related to physical activity.
    - (3) Two semester hour college or university course in athletic conditioning, care and prevention of injuries and first aid as related to physical activity.
    - (4) One semester hour college or university course in the theory of coaching interscholastic athletics.
- NOTE: An applicant for the coaching endorsement must hold a teacher's license with one of the teaching endorsements.

**14.20(2) Teacher—elementary classroom.**

- a. *Authorization.* The holder of this endorsement is authorized to teach in kindergarten and grades one through six.

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b. *Program requirements.*

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations component.
- (3) Completion of the professional education core. See 14.19(3).
- (4) Content:
  - 1. Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core. See 14.19(3).
  - 2. Methods and materials of teaching elementary language arts.
  - 3. Methods and materials of teaching elementary reading.
  - 4. Elementary curriculum (methods and materials).
  - 5. Methods and materials of teaching elementary mathematics.
  - 6. Methods and materials of teaching elementary science.
  - 7. Children's literature.
  - 8. Methods and materials of teaching elementary social studies.
  - 9. Methods and materials in two of the following areas:  
 Methods and materials of teaching elementary health.  
 Methods and materials of teaching elementary physical education.  
 Methods and materials of teaching elementary art.  
 Methods and materials of teaching elementary music.
  - 10. Pre-student teaching field experience in at least two different grades.
  - 11. A field of specialization in a single discipline or a formal interdisciplinary program of at least twelve semester hours.

**14.20(3) Teacher—prekindergarten-kindergarten.**

- a. *Authorization.* The holder of this endorsement is authorized to teach at the prekindergartenkindergarten level.
- b. *Program requirements.*
  - (1) Degree—baccalaureate.
  - (2) Completion of an approved human relations program.
  - (3) Completion of the professional education core. See 14.19(3).
  - (4) Content:

1. Human growth and development: infancy and early childhood, unless completed as part of the professional education core. See 14.19(3).
2. Curriculum development and methodology for young children.
3. Child-family-school-community relationships (community agencies).
4. Guidance of young children three to six years of age.
5. Organization of prekindergarten-kindergarten programs.
6. Child and family nutrition.
7. Language development and learning.
8. Kindergarten: programs and curriculum development.

**14.20(4) ESL. K-12.**

*a. Authorization.* The holder of this endorsement is authorized to teach English as a second language in kindergarten and grades one through twelve.

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*b. Program requirements.*

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.
- (3) Completion of the professional education core. See 14.19(3).
- (4) Content. Completion of 24 semester hours of coursework in English as a second language to include the following:
  1. Teaching English as a second language.
  2. Applied linguistics.
  3. Language in culture.
  4. Bilingual education.
  5. Nature of language.
  6. Process of language acquisition.

**14.20(5) Elementary counselor.**

*a. Authorization.* The holder of this endorsement is authorized to serve as a school guidance counselor in kindergarten and grades one through six.

*b. Program requirements.*

- (1) Master's degree from an accredited institution of higher education.
- (2) Completion of an approved human relations component.
- (3) Completion of an approved exceptional learner component.
- c. Content.* Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the following:

- (1) Nature and needs of individuals at all developmental levels.
  1. Develop strategies for facilitating development through the transition from childhood to adolescence and from adolescence to young adult.
  2. Apply knowledge of learning and personality development to assist students in developing their full potential.
- (2) Social and cultural foundations.
  1. Demonstrate awareness of and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.
  2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.
  3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.
- (3) Fostering of relationships.
  1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.
  2. Communicate effectively with parents, colleagues, students and administrators.
  3. Counsel students in the areas of personal, social, academic, and career development.
  4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede educational progress.
  5. Implement developmentally appropriate counseling interventions with children and adolescents.
  6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.
  7. Refer students for specialized help when appropriate.
  8. Value the well-being of the students as paramount in the counseling relationship.

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(4) Group work.

1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.
  - (5) Career development, education, and postsecondary planning.
    1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.
    2. Apply knowledge of career assessment and career choice programs.
    3. Implement occupational and educational placement, follow-up and evaluation.
    4. Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.
  - (6) Assessment and evaluation.
    1. Demonstrate individual and group approaches to assessment and evaluation.
    2. Demonstrate an understanding of the proper administration and uses of standardized tests.
    3. Apply knowledge of test administration, scoring, and measurement concerns.
    4. Apply evaluation procedures for monitoring student achievement.
    5. Apply assessment information in program design and program modifications to address students' needs.
    6. Apply knowledge of legal and ethical issues related to assessment and student records.
  - (7) Professional orientation.
    1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.
    2. Maintain a high level of professional knowledge and skills.
    3. Apply knowledge of professional and ethical standards to the practice of school counseling.
    4. Articulate the counselor role to school personnel, parents, community, and students.
  - (8) School counseling skills.
    1. Design, implement, and evaluate a comprehensive, developmental school guidance program.
    2. Implement and evaluate specific strategies designed to meet program goals and objectives.
    3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.
    4. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.
    5. Assist parents and families in order to provide a supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.
    6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.
    7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.
    8. Assist in the process of identifying and addressing the needs of the exceptional student.
    9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.
    10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.
    11. Promote use of counseling and guidance activities and programs involving the total school community to provide a positive school climate.
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- (9) Classroom management.
    1. Apply effective classroom management strategies as demonstrated in classroom guidance and large group guidance lessons.
    2. Consult with teachers and parents about effective classroom management and behavior management strategies.
  - (10) Curriculum.
    1. Write classroom lessons including objectives, learning activities, and discussion questions.
    2. Utilize various methods of evaluating what students have learned in classroom lessons.
    3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, engaging students in the learning process, and employing ageappropriate classroom management strategies.
    4. Design a classroom unit of developmentally appropriate learning experiences.
    5. Demonstrate knowledge in writing standards and benchmarks for curriculum.
  - (11) Learning theory.
    1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.
    2. Identify and consult with teachers regarding teaching strategies designed to motivate students

using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.

3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.

(12) Teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation.

**14.20(6) Secondary counselor.**

a. *Authorization.* The holder of this endorsement is authorized to serve as a school guidance counselor in grades seven through twelve.

b. *Program requirements.*

(1) Master's degree from an accredited institution of higher education.

(2) Completion of an approved human relations component.

(3) Completion of an approved exceptional learner component.

c. *Content.* Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the following:

(1) Nature and needs of individuals at all developmental levels.

1. Develop strategies for facilitating development through the transition from childhood to adolescence and from adolescence to young adult.

2. Apply knowledge of learning and personality development to assist students in developing their full potential.

(2) Social and cultural foundations.

1. Demonstrate awareness of and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.

2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.

3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.

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(3) Fostering of relationships.

1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.

2. Communicate effectively with parents, colleagues, students and administrators.

3. Counsel students in the areas of personal, social, academic, and career development.

4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede educational progress.

5. Implement developmentally appropriate counseling interventions with children and adolescents.

6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.

7. Refer students for specialized help when appropriate.

8. Value the well-being of the students as paramount in the counseling relationship.

(4) Group work.

1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.

(5) Career development, education, and postsecondary planning.

1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.

2. Apply knowledge of career assessment and career choice programs.

3. Implement occupational and educational placement, follow-up and evaluation.

4. Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.

(6) Assessment and evaluation.

1. Demonstrate individual and group approaches to assessment and evaluation.

2. Demonstrate an understanding of the proper administration and uses of standardized tests.

3. Apply knowledge of test administration, scoring, and measurement concerns.

4. Apply evaluation procedures for monitoring student achievement.

5. Apply assessment information in program design and program modifications to address students'

needs.

6. Apply knowledge of legal and ethical issues related to assessment and student records.

(7) Professional orientation.

1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.

2. Maintain a high level of professional knowledge and skills.

3. Apply knowledge of professional and ethical standards to the practice of school counseling.

4. Articulate the counselor role to school personnel, parents, community, and students.

(8) School counseling skills.

1. Design, implement, and evaluate a comprehensive, developmental school guidance program.

2. Implement and evaluate specific strategies designed to meet program goals and objectives.

3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.

4. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.

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5. Assist parents and families in order to provide a supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.

6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.

7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.

8. Assist in the process of identifying and addressing the needs of the exceptional student.

9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.

10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.

11. Promote use of counseling and guidance activities and programs involving the total school community to provide a positive school climate.

(9) Classroom management.

1. Apply effective classroom management strategies as demonstrated in classroom guidance and large group guidance lessons.

2. Consult with teachers and parents about effective classroom management and behavior management strategies.

(10) Curriculum.

1. Write classroom lessons including objectives, learning activities, and discussion questions.

2. Utilize various methods of evaluating what students have learned in classroom lessons.

3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, engaging students in the learning process, and employing ageappropriate classroom management strategies.

4. Design a classroom unit of developmentally appropriate learning experiences.

5. Demonstrate knowledge in writing standards and benchmarks for curriculum.

(11) Learning theory.

1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.

2. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.

3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.

(12) Teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group work, developmental classroom guidance and consultation.

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**14.20(7) Reading specialist. K-12.**

*a. Authorization.* The holder of this endorsement is authorized to serve as a reading specialist in kindergarten and grades one through twelve.

*b. Program requirements.*

(1) Degree—master's.

(2) Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. This sequence is to be at least 27 semester hours to include the following:

1. Educational psychology/human growth and development.
2. Educational measurement and evaluation.
3. Foundations of reading.
4. Diagnosis of reading problems.
5. Remedial reading.
6. Psychology of reading.
7. Language learning and reading disabilities.
8. Practicum in reading.
9. Administration and supervision of reading programs at the elementary and secondary levels.

NOTE: The applicant must have met the requirements for the educational license and a teaching endorsement, and present evidence of at least one year of experience which included the teaching of reading as a significant part of the responsibility.

**14.20(8) Elementary school media specialist.**

a. *Authorization.* The holder of this endorsement is authorized to serve as a school media specialist in kindergarten and grades one through six.

b. *Program requirements.*

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.
- (3) Completion of the professional education core. See 14.19(3).
- (4) Content. Completion of 24 semester hours in school media coursework to include the following:
  1. Knowledge of materials and literature in all formats for elementary children.
  2. Selection, utilization and evaluation of library media materials and equipment.
  3. Design and production of instructional materials.
  4. Acquisition, cataloging and classification of materials and organization of equipment.
  5. Information retrieval, reference services and networking.
  6. Planning, evaluation and administration of media programs.
  7. Practicum in an elementary school media center.

**14.20(9) Secondary school media specialist.**

a. *Authorization.* The holder of this endorsement is authorized to serve as a school media specialist in grades seven through twelve.

b. *Program requirements.*

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.
- (3) Completion of the professional education core. See 14.19(3).
- (4) Content. Completion of 24 semester hours in school media coursework to include the following:
  1. Knowledge of materials and literature in all formats for adolescents.
  2. Selection, utilization and evaluation of library media materials and equipment.
  3. Design and production of instructional materials.
  4. Acquisition, cataloging and classification of materials and organization of equipment.
  5. Information retrieval, reference services and networking.
  6. Planning, evaluation and administration of media programs.
  7. Practicum in a secondary school media center.

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**14.20(10) School media specialist. K-12.**

a. *Authorization.* The holder of this endorsement is authorized to serve as a school media specialist in kindergarten and grades one through twelve.

b. *Program requirements:*

- (1) Degree—master's.
- (2) Content. Completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements. This sequence is to be at least 30 semester hours in school media coursework, to include the following:
  1. Planning, evaluation and administration of media programs.
  2. Curriculum development and teaching and learning strategies.
  3. Instructional development and communication theory.
  4. Selection, evaluation and utilization of library media materials and equipment.
  5. Acquisition, cataloging and classification of materials and organization of equipment.
  6. Design and production of instructional materials.
  7. Methods for instruction and integration of media skills into the school curriculum.

8. Information retrieval, reference services and networking.
9. Knowledge of materials and literature in all formats for elementary children and adolescents.
10. Reading, listening and viewing guidance.
11. Utilization and application of computer technology.
12. Practicum at both the elementary and secondary levels.
13. Research in media and information science.

NOTE: The applicant must be the holder of or eligible for the provisional license.

**14.20(11) School nurse.**

*a. Authorization.* The holder of this endorsement is authorized to provide service as a school nurse at the prekindergarten and kindergarten levels and in grades one through twelve.

*b. Program requirements.*

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.
- (3) Completion of the professional education core. See 14.19(3).

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(4) Content:

1. Organization and administration of school nurse services including the appraisal of the health needs of children and youth.
2. School-community relationships and resources/coordination of school and community resources to serve the health needs of children and youth.
3. Knowledge and understanding of the health needs of exceptional children.
4. Health education.

*c. Other.* Hold a license as a registered nurse issued by the board of nursing.

NOTE: Although the school nurse endorsement does not authorize general classroom teaching, it does authorize the holder to teach health at all grade levels.

**14.20(12) Teacher—prekindergarten through grade three.**

*a. Authorization.* The holder of this endorsement is authorized to teach children from birth through grade three.

*b. Program requirements.*

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.
- (3) Completion of the professional education core. See 14.19(3).
- (4) Content:

1. Child growth and development with emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical, for infants and toddlers, preprimary, and primary school children (grades one through three), unless combined as part of the professional education core. See 14.19(3) of the licensure rules for the professional core.
2. Historical, philosophical, and social foundations of early childhood education.
3. Developmentally appropriate curriculum with emphasis on integrated multicultural and nonsexist content including language, mathematics, science, social studies, health, safety, nutrition, visual and expressive arts, social skills, higher-thinking skills, and developmentally appropriate methodology, including adaptations for individual needs, for infants and toddlers, preprimary, and primary school children.
4. Characteristics of play and creativity, and their contributions to the cognitive, language, physical, social and emotional development and learning of infants and toddlers, preprimary, and primary school children.
5. Classroom organization and individual interactions to create positive learning environments for infants and toddlers, preprimary, and primary school children based on child development theory emphasizing guidance techniques.
6. Observation and application of developmentally appropriate assessments for infants and toddlers, preprimary, and primary school children recognizing, referring, and making adaptations for children who are at risk or who have exceptional educational needs and talents.
7. Home-school-community relationships and interactions designed to promote and support parent, family and community involvement, and interagency collaboration.
8. Family systems, cultural diversity, and factors which place families at risk.
9. Child and family health and nutrition.
10. Advocacy, legislation, and public policy as they affect children and families.
11. Administration of child care programs to include staff and program development and supervision and evaluation of support staff.

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12. Pre-student teaching field experience with three age levels in infant and toddler, preprimary, and primary programs, with no less than 100 clock hours, and in different settings, such as rural and

urban, socioeconomic status, cultural diversity, program types, and program sponsorship.

(5) Student teaching experiences with two different age levels, one before kindergarten and one from kindergarten through grade three.

**14.20(13) Talented and gifted teacher-coordinator.**

*a. Authorization.* The holder of this endorsement is authorized to serve as a teacher or a coordinator of programs for the gifted and talented from the prekindergarten level through grade twelve. This authorization does not permit general classroom teaching at any level except that level or area for which the holder is eligible or holds the specific endorsement.

*b. Program requirements—content.* Completion of 12 graduate semester hours of coursework in the area of the gifted and talented to include the following:

- (1) Psychology of the gifted.
- (2) Programming for the gifted.
- (3) Administration and supervision of gifted programs.
- (4) Practicum experience in gifted programs.

NOTE: Teachers in specific subject areas will not be required to hold this endorsement if they teach gifted students in their respective endorsement areas.

Practitioners licensed and employed after August 31, 1995, and assigned as teachers or coordinators in programs for the talented and gifted will be required to hold this endorsement.

**14.20(14) American Sign Language endorsement.**

*a. Authorization.* The holder of this endorsement is authorized to teach American Sign Language in kindergarten and grades one through twelve.

*b. Program requirements.*

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.
- (3) Completion of the professional education core.
- (4) Content. Completion of 18 semester hours of coursework in American Sign Language to include the following:

1. Second language acquisition.
2. Sociology of the deaf community.
3. Linguistic structure of American Sign Language.
4. Language teaching methodology specific to American Sign Language.
5. Teaching the culture of deaf people.
6. Assessment of students in an American Sign Language program.

*c. Other.* Be the holder of or eligible for one other teaching endorsement listed in rule 14.18(272).

**14.20(15) Middle school endorsement.**

*a. Authorization.* The holder of this endorsement is authorized to teach all subjects in grades five through eight with the exception of art, industrial arts, music, reading, physical education and special education.

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*b. Program requirements.*

- (1) Be the holder of a currently valid Iowa teacher's license with either the general elementary endorsement or one of the subject matter secondary level endorsements set out in subrules 14.18(1) or 16.1(1) to 16.1(5).
- (2) Required coursework.
  1. Three semester hours of coursework in the growth and development of the middle school age child, specifically addressing the emotional, physical and mental characteristics and needs of middle school age children in addition to related studies completed as part of the professional education core in 14.19(3).
  2. Three semester hours of coursework in middle school design, instruction, and curriculum including, but not limited to, instruction in interdisciplinary teaming, pedagogy, and methods in addition to related studies completed as part of the professional education core in 14.19(3).
  3. Six semester hours of coursework in the social studies to include coursework in American history, world history, and geography.
  4. Six semester hours in mathematics to include coursework in algebra.
  5. Six semester hours in science to include coursework in life science and physical science.
  6. Six semester hours in language arts to include coursework in grammar, composition, and speech.

**14.20(16) Teacher—prekindergarten through grade three, including special education.**

*a. Authorization.* The holder of this endorsement is authorized to teach children from birth through grade three.

*b. Program requirements.*

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.
- (3) Completion of the professional education core. See 14.19(3).

*c. Content.*

(1) Child growth and development.

1. Understand the nature of child growth and development for infants and toddlers (birth through age 2), preprimary (age 3 through age 5) and primary school children (age 6 through age 8), both typical and atypical, in areas of cognition, language development, physical motor, social-emotional, aesthetics, and adaptive behavior.
2. Understand individual differences in development and learning including risk factors, developmental variations and developmental patterns of specific disabilities and special abilities.
3. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influences development and learning.
- (2) Developmentally appropriate learning environment and curriculum implementation.
  1. Establish learning environments with social support, from the teacher and from other students, for all children to meet their optimal potential, with a climate characterized by mutual respect, encouraging and valuing the efforts of all regardless of proficiency.
  2. Appropriately use informal and formal assessment to monitor development of children and to plan and evaluate curriculum and teaching practices to meet individual needs of children and families.
  3. Plan, implement, and continuously evaluate developmentally and individually appropriate curriculum goals, content, and teaching practices for infants, toddlers, preprimary and primary children based on the needs and interests of individual children, their families and community.

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4. Use both child-initiated and teacher-directed instructional methods, including strategies such as small and large group projects, unstructured and structured play, systematic instruction, group discussion and cooperative decision making.
5. Develop and implement integrated learning experiences for home-, center- and school-based environments for infants, toddlers, preprimary and primary children:
  - \_ Develop and implement integrated learning experiences that facilitate cognition, communication, social and physical development of infants and toddlers within the context of parent-child and caregiver-child relationships.
  - \_ Develop and implement learning experiences for preprimary and primary children with focus on multicultural and nonsexist content that includes development of responsibility, aesthetic and artistic development, physical development and well-being, cognitive development, and emotional and social development.
  - \_ Develop and implement learning experiences for infants, toddlers, preprimary, and primary children with a focus on language, mathematics, science, social studies, visual and expressive arts, social skills, higher-thinking skills, and developmentally appropriate methodology.
  - \_ Develop adaptations and accommodations for infants, toddlers, preprimary, and primary-aged children to meet their individual needs.
6. Adapt materials, equipment, the environment, programs and use of human resources to meet social, cognitive, physical motor, communication, and medical needs of children and diverse learning needs.

(3) Health, safety and nutrition.

1. Design and implement physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning.
2. Promote nutritional practices that support cognitive, social, cultural and physical development of young children.
3. Implement appropriate appraisal and management of health concerns of young children including procedures for children with special health care needs.
4. Recognize signs of emotional distress, physical and mental abuse and neglect in young children and understand mandatory reporting procedures.
5. Demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures and first aid.

(4) Family and community collaboration.

1. Apply theories and knowledge of dynamic roles and relationships within and between families, schools, and communities.
2. Assist families in identifying resources, priorities, and concerns in relation to the child's development.
3. Link families, based on identified needs, priorities and concerns, with a variety of resources.
4. Use communication, problem-solving and help-giving skills in collaboration with families and other professionals to support the development, learning and well-being of young children.
5. Participate as an effective member of a team with other professionals and families to develop

and implement learning plans and environments for young children.

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(5) Professionalism.

1. Understand legislation and public policy that affect all young children, with and without disabilities, and their families.
  2. Understand legal aspects, historical, philosophical, and social foundations of early childhood education and special education.
  3. Understand principles of administration, organization and operation of programs for children aged birth to 8 and their families, including staff and program development, supervision and evaluation of staff, and continuing improvement of programs and services.
  4. Identify current trends and issues of the profession to inform and improve practices and advocate for quality programs for young children and their families.
  5. Adhere to professional and ethical codes.
  6. Engage in reflective inquiry and demonstration of professional self-knowledge.
- (6) Pre-student teaching field experiences. Complete 100 clock hours of pre-student teaching field experience with three age levels in infant and toddler, preprimary and primary programs and in different settings, such as rural and urban, encompassing differing socioeconomic status, ability levels, cultural and linguistic diversity and program types and sponsorship.
- (7) Student teaching. Complete a supervised student teaching experience of at least 12 weeks' total in at least two different settings in two of three age levels: infant and toddler, preprimary, primary and with children with and without disabilities.

**282—14.21(272) Minimum content requirements for teaching endorsements.**

**14.21(1) Agriculture.** 7-12. Completion of 24 semester hours in agriculture to include coursework in agronomy, animal science, agricultural mechanics, and agricultural economics.

**14.21(2) Art.** K-6 or 7-12. Completion of 24 semester hours in art to include coursework in art history, studio art, and two- and three-dimensional art.

**14.21(3) Business—general.** 7-12. Completion of 24 semester hours in business to include 6 semester hours in accounting, 6 semester hours in business law, and coursework in computer applications, and coursework in consumer studies.

**14.21(4) Business—office.** 7-12. Completion of 24 semester hours in business to include advanced coursework in typewriting, computer applications or word processing, and office management.

**14.21(5) Business—marketing/management.** 7-12. Completion of 24 semester hours in business to include a minimum of 6 semester hours each in marketing, management, and economics.

**14.21(6) Driver and safety education.** 7-12. Completion of 15 semester hours in driver and safety education to include coursework in accident prevention, vehicle safety, and behind-the-wheel driving.

**14.21(7) English/language arts.**

a. K-6. Completion of 24 semester hours in English and language arts to include coursework in oral communication, written communication, language development, reading, children's literature, creative drama or oral interpretation of literature, and American literature.

b. 7-12. Completion of 24 semester hours in English to include coursework in oral communication, written communication, language development, reading, American literature, English literature and adolescent literature.

**14.21(8) Foreign language.** K-6 and 7-12. Completion of 24 semester hours in each foreign language.

**14.21(9) Health.** K-6 and 7-12. Completion of 24 semester hours in health to include coursework in public or community health, consumer health, substance abuse, family life education, mental/emotional health, and human nutrition.

**14.21(10) Home economics—general.** 7-12. Completion of 24 semester hours in home economics to include coursework in family life development, clothing and textiles, housing, and foods and nutrition.

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**14.21(11) Industrial technology.** 7-12. Completion of 24 semester hours in industrial technology to include coursework in manufacturing, construction, energy and power, graphic communications and transportation. The coursework is to include at least 6 semester hours in three different areas.

**14.21(12) Journalism.** 7-12. Completion of 15 semester hours in journalism to include coursework in writing, editing, production and visual communications.

**14.21(13) Mathematics.**

a. K-6. Completion of 24 semester hours in mathematics to include coursework in algebra, geometry, number theory, measurement, computer programming, and probability and statistics.

b. 7-12. Completion of 24 semester hours in mathematics to include coursework in algebra, geometry, calculus, computer programming, and probability and statistics.

**14.21(14) Music.**

a. K-6. Completion of 24 semester hours in music to include coursework in music theory (at least

two courses), music history, and applied music.

*b. 7-12.* Completion of 24 semester hours in music to include coursework in music theory (at least two courses), music history (at least two courses), applied music, and conducting.

**14.21(15) Physical education.**

*a. K-6.* Completion of 24 semester hours in physical education to include coursework in human anatomy, human physiology, movement education, adapted physical education, physical education in the elementary school, human growth and development of children related to physical education, and first aid and emergency care.

*b. 7-12.* Completion of 24 semester hours in physical education to include coursework in human anatomy, kinesiology, human physiology, human growth and development related to maturational and motor learning, adapted physical education, curriculum and administration of physical education, assessment processes in physical education, and first aid and emergency care.

**14.21(16) Reading.**

*a. K-6.* Completion of 20 semester hours in reading to include at least 12 semester hours specifically in reading by course title which must include foundations in methods and materials for teaching reading in the elementary classroom, corrective reading, remedial reading, a supervised tutoring experience, and at least 8 hours of coursework from oral and written communication, language development, children's literature, and tests and measurement.

*b. 7-12.* Completion of 20 semester hours in reading to include at least 12 semester hours specifically in reading by course title which must include foundations in methods and materials of teaching reading in the secondary classroom, corrective reading, reading in content areas, remedial reading, a supervised tutoring experience, and at least 8 hours of coursework from oral and written communication, the structure of language, adolescent literature, and tests and measurement.

**14.21(17) Science.**

*a. Science—basic.* K-6. Completion of at least 24 semester hours in science to include 12 hours in physical sciences, 6 hours in biology, and 6 hours in earth/space sciences.

(1) Competencies.

1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.

2. Understand the fundamental facts and concepts in major science disciplines.

3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.

4. Be able to use scientific understanding when dealing with personal and societal issues.

(2) Reserved.

*b. Biological.* 7-12. Completion of 24 semester hours in biological science or 30 semester hours in the broad area of science to include 15 semester hours in biological science.

*c. Chemistry.* 7-12. Completion of 24 semester hours in chemistry or 30 semester hours in the broad area of science to include 15 semester hours in chemistry.

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*d. Earth science.* 7-12. Completion of 24 semester hours in earth science or 30 semester hours in the broad area of science to include 15 semester hours in earth science.

*e. General science.* 7-12. Completion of 24 semester hours in science to include coursework in biological science, chemistry, and physics.

*f. Physical science.* 7-12. Completion of 24 semester hours in physical sciences to include coursework in physics, chemistry, and earth science.

*g. Physics.* 7-12. Completion of 24 semester hours in physics or 30 semester hours in the broad area of science to include 15 semester hours in physics.

*h. All science I.* Grades 5-8. The holder of this endorsement must also hold the middle school endorsement listed under 14.20(15).

(1) Required coursework. Completion of at least 24 semester hours in science to include 6 hours in chemistry, 6 hours in physics or physical sciences, 6 hours in biology, and 6 hours in the earth/space sciences.

(2) Competencies.

1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.

2. Understand the fundamental facts and concepts in major science disciplines.

3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.

4. Be able to use scientific understanding when dealing with personal and societal issues.

*i. All science II.* Grades 9-12.

(1) Required coursework.

1. Completion of one of the following endorsement areas listed under 14.21(17): biological 7-12

or chemistry 7-12 or earth science 7-12 or physics 7-12.

2. Completion of at least 12 hours in each of the other three endorsement areas.

(2) Competencies.

1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.

2. Understand the fundamental facts and concepts in major science disciplines.

3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.

4. Be able to use scientific understanding when dealing with personal and societal issues.

**14.21(18) Social sciences.**

a. *American government.* 7-12. Completion of 24 semester hours in American government or 30 semester hours in the broad area of social sciences to include 15 semester hours in American government.

b. *American history.* 7-12. Completion of 24 semester hours in American history or 30 semester hours in the broad area of the social sciences to include 15 semester hours in American history.

c. *Anthropology.* 7-12. Completion of 24 semester hours in anthropology or 30 semester hours in the broad area of social sciences to include 15 semester hours in anthropology.

d. *Economics.* 7-12. Completion of 24 semester hours in economics or 30 semester hours in the broad area of the social sciences to include 15 semester hours in economics, or 30 semester hours in the broad area of business to include 15 semester hours in economics.

e. *Geography.* 7-12. Completion of 24 semester hours in geography or 30 semester hours in the broad area of the social sciences to include 15 semester hours in geography.

f. *History.* K-6. Completion of 24 semester hours in history to include at least 9 semester hours in American history and 9 semester hours in world history.

g. *Psychology.* 7-12. Completion of 24 semester hours in psychology or 30 semester hours in the broad area of social sciences to include 15 semester hours in psychology.

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h. *Social studies.* K-6. Completion of 24 semester hours in social studies, to include coursework from at least three of these areas: history, sociology, economics, American government, psychology and geography.

i. *Sociology.* 7-12. Completion of 24 semester hours in sociology or 30 semester hours in the broad area of social sciences to include 15 semester hours in sociology.

j. *World history.* 7-12. Completion of 24 semester hours in world history or 30 semester hours in the broad area of social sciences to include 15 semester hours in world history.

k. *All social sciences.* 7-12. Effective July 1, 2000, completion of 51 semester hours in the social sciences to include 9 semester hours in each of American and world history, 9 semester hours in government, 6 semester hours in sociology, 6 semester hours in psychology other than educational psychology, 6 semester hours in geography, and 6 semester hours in economics.

**14.21(19) Speech communication/theatre.**

a. K-6. Completion of 20 semester hours in speech communication/theatre to include coursework in speech communication, creative drama or theatre, and oral interpretation.

b. 7-12. Completion of 24 semester hours in speech communication/theatre to include coursework in speech communication, oral interpretation, creative drama or theatre, argumentation and debate, and mass media communication.

This rule is intended to implement Iowa Code chapter 272.

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## CHAPTER 22

### PARAEDUCATOR CERTIFICATES

IAC 6/27/01

**282—22.1(272) Paraeducator certificates.** Iowa paraeducator certificates are issued upon application filed on a form provided by the board of educational examiners.

**282—22.2(272) Approved paraeducator certificate programs.** An applicant for an initial paraeducator certificate who completes the paraeducator preparation program from a recognized Iowa paraeducator approved program shall have the recommendation from the designated certifying official at the recognized area education agency, local education agency, community college, or institution of higher education where the preparation was completed. A recognized Iowa paraeducator approved program is one which has its program of preparation approved by the state board of education according to standards established by the board.

**282—22.3(272) Issue date on original certificate.** A certificate is valid only from and after the date of issuance.

**282—22.4(272) Validity.** The paraeducator certificate shall be valid for five years.

**282—22.5(272) Certificate application fee.** All fees are nonrefundable.

**22.5(1) Issuance of certificates.** The fee for the issuance of the paraeducator certificate shall be \$25.

**22.5(2) Adding areas of concentration.** The fee for the addition of each area of concentration to a paraeducator certificate, following the issuance of the initial paraeducator certificate and any area(s) of concentration, shall be \$10.

**282—22.6(272) Prekindergarten through grade 12 paraeducator generalist certificate.**

**22.6(1)** Applicants must possess a minimum of a high school diploma or a graduate equivalent diploma.

**22.6(2)** Applicants shall be disqualified for any of the following reasons:

- a. The applicant is less than 18 years of age.
- b. The applicant has been convicted of child abuse or sexual abuse of a child.
- c. The applicant has been convicted of a felony.
- d. The applicant's application is fraudulent.
- e. The applicant's certification from another state is suspended or revoked.
- f. The applicant fails to meet board standards for application for an initial or renewed certificate.

**22.6(3)** Qualifications or criteria for the granting or revocation of a certificate or the determination of an individual's professional standing shall not include membership or nonmembership in any teacher or paraeducator organization.

**22.6(4)** Applicants shall have successfully completed at least 90 clock hours of training in the areas of behavior management, exceptional child and at-risk child behavior, collaboration skills, interpersonal relations skills, child and youth development, technology, and ethical responsibilities and behavior.  
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**22.6(5)** Applicants shall have successfully completed the following list of competencies so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:

- a. Support a safe, positive teaching and learning environment including the following competencies:
  - (1) Follow prescribed health, safety, and emergency school and classroom policy and procedures.
  - (2) As directed, prepare and organize materials to support teaching and learning.
  - (3) Use strategies and techniques for facilitating the integration of individuals with diverse learning needs in various settings.
  - (4) Assist with special health services.
  - (5) Assist in adapting instructional strategies and materials according to the needs of the learner.
  - (6) Assist in gathering and recording data about the performance and behavior of individuals.
  - (7) Assist in maintaining a motivational environment.
  - (8) Assist in various instructional arrangements (e.g., large group, small group, tutoring).
- b. Assist in the development of physical and intellectual development including the following competencies:
  - (1) Assist with the activities and opportunities that encourage curiosity, exploration, and problem solving that are appropriate to the development levels and needs of all children.
  - (2) Actively communicate with children and provide opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
  - (3) Actively communicate and support high expectations that are shared, clearly defined and appropriate.
  - (4) Make and document observations appropriate to the individual with specific learning needs.
  - (5) Use strategies that promote the learner's independence.
  - (6) Assist in monitoring progress and providing feedback to the appropriate person.
- c. Support social, emotional, and behavioral development including the following competencies:
  - (1) Provide a supportive environment in which all children, including children with disabilities and children at risk of school failure, can begin to learn and practice appropriate and acceptable behaviors as individuals and groups.
  - (2) Assist in developing and teaching specific behaviors and procedures that facilitate safety and learning in each unique school setting.
  - (3) Assist in the implementation of individualized behavior management plans, including behavior intervention plans for students with disabilities.
  - (4) Model and assist in teaching appropriate behaviors as a response to inappropriate behaviors.
  - (5) Use appropriate strategies and techniques in a variety of settings to assist in the development of social skills.
  - (6) Assist in modifying the learning environment to manage behavior.
- d. Establish positive and productive relations including the following competencies:
  - (1) Demonstrate a commitment to a team approach to interventions.
  - (2) Maintain an open, friendly, and cooperative relationship with each child's family, sharing information in a positive and productive manner.
  - (3) Communicate with colleagues, follow instructions and use problem-solving skills that will facilitate working as an effective member of the school team.

(4) Foster respectful and beneficial relationships between families and other school and community personnel.

(5) Function in a manner that demonstrates a positive regard for the distinctions among roles and responsibilities of paraprofessionals, professionals, and other support personnel.

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Ch 22, p.3 Educational Examiners[282] IAC 6/28/00

e. Integrate effectively the technology to support student learning including the following competencies:

(1) Establish an environment for the successful use of educational technology.

(2) Support and strengthen technology planning and integration.

(3) Improve support systems for technical integration.

(4) Operate computers and use technology effectively.

f. Practice ethical and professional standards of conduct on an ongoing basis including the following competencies:

(1) Demonstrate a commitment to share information in a confidential manner.

(2) Demonstrate a willingness to participate in ongoing staff development and self-evaluation, and apply constructive feedback.

(3) Abide by the criteria of professional practice and rules of the board of educational examiners.

**22.6(6)** An applicant for a certificate under these rules shall demonstrate that the requirements of the certificate have been met, and the burden of proof shall be on the applicant.

**282—22.7(272) Paraeducator area of concentration.** An area of concentration is not required but optional. Applicants must currently hold or have previously held an Iowa paraeducator generalist certificate. Applicants may complete one or more areas of concentration but must complete at least 45 clock hours in each area of concentration.

**22.7(1) Early childhood—prekindergarten through grade 3.** The paraeducator shall successfully complete the following list of competencies so that under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:

a. Reinforce skills, strategies, and activities involving individuals or small groups.

b. Participate as a member of the team responsible for developing service plans and educational objectives for parents and their children.

c. Listen to and communicate with parents in order to gather information for the service delivery team.

d. Demonstrate knowledge of services provided by health care providers, social services, education agencies, and other support systems available to support parents and provide them with the strategies required to gain access to these services.

e. Demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in the student.

f. Gather information as instructed by the classroom teacher about the performance of individual children and their behaviors, including observing, recording, and charting, and share information with professional colleagues.

g. Communicate and work effectively with parents and other primary caregivers.

**22.7(2) Special needs—prekindergarten through grade 12.** The paraeducator shall successfully complete the following list of competencies so that under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:

a. Understand and implement the goals and objectives in an individualized education plan (IEP).

b. Demonstrate an understanding of the value of serving children and youth with disabilities and special needs in inclusive settings.

c. Assist in the instruction of students in academic subjects using lesson plans and instructional strategies developed by teachers and other professional support staff.

d. Gather and maintain data about the performance and behavior of individual students and confer with special and general education practitioners about student schedules, instructional goals, progress, and performance.

e. Use appropriate instructional procedures and reinforcement techniques.

f. Operate computers, use assistive technology and adaptive equipment that will enable students with special needs to participate more fully in general education.

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**22.7(3) English as a second language—prekindergarten through grade 12.** The paraeducator shall successfully complete the following list of competencies so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:

a. Operate computers and use technology that will enable students to participate effectively in the classroom.

b. Work with the classroom teacher as collaborative partners.

c. Demonstrate knowledge of the role and use of primary language of instruction in accessing English for academic purposes.

- d. Demonstrate knowledge of instructional methodologies for second language acquisition.
- e. Communicate and work effectively with parents or guardians of English as a second language students in their primary language.
- f. Demonstrate knowledge of appropriate translation and interpretation procedures.

**22.7(4) Career and transitional programs—grades 5 through 12.** The paraeducator shall successfully complete the following list of competencies so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:

- a. Assist in the implementation of career and transitional programs.
- b. Assist in the implementation of appropriate behavior management strategies for career and transitional students and those students who may have special needs.
- c. Assist in the implementation of assigned performance and behavior assessments including observation, recording, and charting for career and transitional students and those students who may have special needs.
- d. Provide training at job sites using appropriate instructional interventions.
- e. Participate in preemployment, employment, or transitional training in classrooms or at offcampus sites.
- f. Communicate effectively with employers and employees at work sites and with personnel or members of the public in other transitional learning environments.

**282—22.8 to 22.11** Reserved.

**282—22.12(272) Prekindergarten through grade 12 advanced paraeducator certificate.** Applicants for the prekindergarten through grade 12 advanced paraeducator certificate shall have met the following requirements:

**22.12(1)** Currently hold or have previously held an Iowa paraeducator generalist certificate.

**22.12(2)** Possess an associate's degree or have earned 62 semester hours of college coursework from a regionally accredited institution of higher education.

**22.12(3)** Complete a minimum of two semester hours of coursework involving at least 100 clock hours of a supervised practicum with children and youth. These two semester hours of practicum may be part of an associate degree or part of the earned 62 semester hours of college coursework.

**282—22.13(272) Renewal requirements.** The paraeducator certificate may be renewed upon application, a \$25 renewal fee, and verification of successful completion of coursework totaling three units in any combination listed below.

1. One unit may be earned through a planned staff development renewal course related to paraeducators in accordance with guidelines approved by the board of educational examiners.
2. One unit may be earned for each semester hour of college credit.

These rules are intended to implement Iowa Code sections 272.6 and 272.12.

[Filed 6/9/00, Notice 4/5/00—published 6/28/00, effective 8/2/00]

[Filed 6/8/01, Notice 2/7/01—published 6/27/01, effective 8/31/01]

## TECHNICAL ASSISTANCE Guide

# District-wide Assessment Plan

## Meeting and Exceeding Requirements

### Directions for Schools Who Received Site Visits in 2000-01

**If you are a school or school district that received a comprehensive site visit during the 2000-01 school year, you are submitting a new five-year CSIP by September 15, 2001. Please incorporate the district-wide assessment plan into the CSIP. The same requirements in this document are on the new CSIP requirement list.**

### Directions for School Who Did Not Receive Site Visits in 2000-01

**If you are a school or school district that did not receive a comprehensive site visit during the 2000-01 school year, submit your district-wide assessment plan to the Department in the same envelope with your APR by September 15, 2001.**

Iowa Department of Education  
May, 2001

State of Iowa  
**Department of Education**  
Grimes State Office Building  
Des Moines, Iowa  
50319-0146

**State Board of Education**

Corine A. Hadley, President, Newton  
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**Division of Early Childhood, Elementary and  
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It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age or marital status in its programs or

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Chief, Bureau of Administration and School Improvement Services, Grimes State Office  
Building, Des Moines, Iowa 50319-0146, (515) 281-5811



## District-wide Assessment Plan

### Definitions

#### *District-wide Assessment Plan*

It is a coordinated system of assessment measures to ensure that all students have the opportunity to demonstrate that they have acquired the knowledge and skills needed for meeting local content standards at various grade levels and in various ways. 281—IAC 12.2(256)

#### ***District-wide Assessments***

Large scale achievement or performance measures given to **all students** within a grade level. At least one district-wide assessment shall allow for the following: the comparison of the same group of students over time as they progress through the grades or the cross-sectional comparison of students at the same grades over multiple years. 281—IAC 12.2(256)

#### ***Multiple Assessment Measures***

This term means that more than one valid and reliable instrument quantifies district-wide student learning and includes specific grade level data. 281—IAC 12.2(256)

#### ***Multiple formats***

This term means that student achievement is measured by both selected response (e.g., multiple choice, true/false, or matching) and constructed response (e.g., short answer, extended response, or performance task).

#### ***Multiple approaches***

This term means that student achievement is measured by both criterion-referenced tests (students are evaluated against a pre-determined list of criteria) and norm-referenced tests (students are evaluated through comparison against the performance of other students). Approach is the **interpretation** of use intended by the public school district or accredited nonpublic school. It is, for example, possible that an assessment measure can be used as both norm-referenced and criterion-referenced when data are used for different purposes.

#### ***Alignment***

This term means that the district-wide assessments used to determine how students' progress measure the knowledge and skills represented by content standards. The purpose of alignment checking is to determine how well the content specifications inherent in the assessments match up with district standards.

*This information applies to all public school districts and accredited non-public schools.*

<b>Does not meet requirements</b>	<b>Meets requirements</b>	<b>Exceeds requirements</b>
<ul style="list-style-type: none"> <li>➤ The district-wide assessment plan does not contain multiple measures in reading</li> <li>➤ The district-wide assessment plan does not contain multiple measures in mathematics.</li> <li>➤ The district-wide assessment plan does not contain multiple formats within each of the grade spans (3-5), (6-9), and (10-12) in reading.</li> <li>➤ The district-wide assessment plan does not contain multiple formats within each of the grade spans (3-5), (6-9), and (10-12) in mathematics.</li> <li>➤ The district-wide assessment plan does not contain at least two multiple approaches within the K-12 grade spans in reading.</li> <li>➤ The district-wide assessment plan does not contain at least two multiple approaches within the K-12 grade spans in mathematics.</li> <li>➤ The district-wide assessment plan currently does not demonstrate coverage of all local content standards in reading and does not contain a plan for how coverage of all reading standards will be demonstrated by fall</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district-wide assessment plan contains multiple measures in reading. 281—IAC 12.8(3)“b”(5)</li> <li>➤ The district-wide assessment plan contains multiple measures in mathematics. 281—IAC 12.8(3)“b”(5)</li> <li>➤ The district-wide assessment plan contains multiple formats in each of the grade spans (3-5), (6-9), and (10-12) in reading. Section 1111(b)(3)P.L.103-384</li> <li>➤ The district-wide assessment plan contains multiple formats in each of the grade spans (3-5), (6-9), and (10-12) in mathematics. Section 1111(b)(3)P.L.103-384</li> <li>➤ The district-wide assessment plan contains at least two approaches within the K-12 grade span in reading. 1111(b)(3)P.L.103-384</li> <li>➤ The district-wide assessment plan contains at least two approaches within the K-12 grade span in mathematics. Section 1111(b)(3)P.L.103-384</li> <li>➤ The district-wide assessment plan currently does not demonstrate coverage</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district-wide assessment plan identifies which measures have three achievement levels.</li> <li>➤ The district-wide assessment plan identifies which measures can be disaggregated by subgroups.</li> <li>➤ The district-wide assessment plan identifies which assessment results can be compared to state and national data.</li> <li>➤ The district-wide assessment plan indicates to whom data are reported.</li> <li>➤ The district-wide assessment plan includes assessment measures for standards other than reading and mathematics.</li> <li>➤ The district-wide assessment plan demonstrates coverage of <u>all</u> local content standards in reading. Section 1111(b)(3)P.L.103-384</li> <li>➤ The district-wide assessment plan demonstrates coverage of <u>all</u> local content standards in mathematics. Section 1111(b)(3)P.L.103-384</li> <li>➤ The district-wide assessment plan includes multiple measures in science.</li> </ul>

<p>2002.</p> <ul style="list-style-type: none"> <li>➤ The district-wide assessment plan currently does not demonstrate coverage of all local content standards in mathematics and does not contain a plan for how coverage of all reading standards will be demonstrated by fall 2002.</li> <li>➤ The district-wide assessment plan does not demonstrate coverage of all local content standards in mathematics.</li> <li>➤ No district-wide assessment plan exists.</li> <li>➤ The district-wide assessment plan does not contain diagnostic assessments for grades K, 1, 2, and 3. <i>Note: This requirement applies to public school districts accessing early intervention funds.</i></li> </ul>	<p>of all local content standards in reading but <u>it does contain a plan for how coverage of all reading standards will be demonstrated by fall 2002.</u>* Section 1111(b)(3)P.L.103-384</p> <ul style="list-style-type: none"> <li>➤ The district-wide assessment plan currently does not demonstrate coverage of all local content standards in mathematics but <u>it does contain a plan for how coverage of all mathematics standards will be demonstrated by fall 2002.</u>* Section 1111(b)(3)P.L.103-384</li> <li>➤ The district-wide assessment plan contains diagnostic assessments for grades K, 1, 2, and 3. 281— IAC 12.5(18) <i>Note: This requirement applies to public school districts accessing early intervention funds.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ The district-wide assessment plan demonstrates multiple formats and approaches for the district's reading standards.</li> <li>➤ The district-wide assessment plan demonstrates multiple formats and approaches for the district's mathematics standards.</li> <li>➤ The district-wide assessment plan demonstrates multiple formats and approaches for the district's standards in science.</li> </ul>
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*\*Note: Although it is expected that a district is assessing all content standards in reading and mathematics, it is also recognized that the development and/or use of valid and reliable measures for all standards takes time. It is also possible that a district plans to use the ICAM modules during 2001-02. Therefore, a school or school district must inform the Department of plans to accomplish coverage of all local standards if it currently does not have that coverage. The September 2002 APR must demonstrate coverage.*

The sample district-wide assessment plans included in this document are intended to demonstrate coverage of local content standards in reading and mathematics, use of multiple formats in each of three grade spans, and use of at least two approaches within the K-12 grade spans.

**Please note the following:**

- The sample district-wide plans are not completed.
- The specific matrices used in these samples are not required. Public school districts and accredited nonpublic schools may use whatever plan format meets local needs.

**Self-Assessment Questions**

- ✓ Have we had the conversation locally about our “intended use” of district-wide assessments to measure all of our content standards? What is our local interpretation of the intended use (or approach) of each assessment? For example, if an assessment (or parts of an assessment) can be used as either criterion-referenced or norm-referenced, what is our local interpretation(s)?
- ✓ How well does our staff understand the different “formats” for test items? Why is it important to provide students a variety of ways in which they can respond to test items?
- ✓ If our current district-wide assessment plan does not demonstrate coverage of all content standards in at least reading and mathematics, what specific plans do we have to ensure that coverage in the future?
- ✓ How well does the district-wide assessment plan clearly and accurately communicate the use of assessments?
- ✓ Have we had the conversation about the information needed by our public (how well, in general, our students are doing) by our school board and administration?
- ✓ What information is necessary to plan for curriculum and instructional changes (modifications) and professional development?
- ✓ What information is necessary to monitor and adjust instruction on a regular basis?
- ✓ How does our district-wide assessment system fulfill all our needs (i.e., needs of students, parents, teachers, school board, and administration)?

## District-wide Assessment Plan for Reading and Mathematics

(partially completed)

### Example #1

#### K-3 Diagnostic Assessments

- Diagnostic assessments need to be administered every year at every grade.
- Every student in every grade K-3 must be assessed at least twice a year so that parents can be notified at least two times each year of their individual child's reading progress and interventions planned to improve performance. "Assessment" does not always mean that the diagnostic assessment must be given twice. Assessment means collecting information to make decisions. Teachers collect many diagnostic assessment data in the course of their teaching. The criterion here is having sufficient information to report progress to parents and to inform effective instruction.
- Districts do not have to assess all three areas at each grade level; however, all three areas must be assessed at some time in the K-3 grade span.
- Districts must determine the grade level at which to assess skills most appropriately.
- The results of each of these assessments will be reported to parents on a biannual basis.

Grade	Phonemic Awareness Diagnostic	Fluency Diagnostic	Comprehension Diagnostic
K			
1			
2			
3			

District-wide assessments appear in each cell as a result of alignment with **ALL** local content standards in mathematics. Coverage of all content standards is evident when at least one district-wide assessment appears in each cell. **Note: The number of content standards is a local decision. This example uses four standards for demonstration purposes only.**

Acronyms for assessments used in this sample:

(ITBS) Iowa Tests of Basic Skills (NWEA) Northwest Evaluation Association  
(ITED) Iowa Test of Educational Development (ICAM) Iowa Collaborative Assessment Modules

Grade Span	Mathematics Content Standard 1 (List standard)	Mathematics Content Standard 2 (List standard)	Mathematics Content Standard 3 (List standard)	Mathematics Content Standard 4 (List standard)

<b>3-5</b>	<ul style="list-style-type: none"> <li>• ITBS</li> </ul>	<ul style="list-style-type: none"> <li>• ITBS</li> <li>• District developed assessment</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• ICAM</li> </ul>
<b>6-9</b>	<ul style="list-style-type: none"> <li>• ITBS</li> </ul>	<ul style="list-style-type: none"> <li>• ITBS</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• District developed assessment</li> </ul>	<ul style="list-style-type: none"> <li>• ICAM</li> </ul>
<b>10-12</b>	<ul style="list-style-type: none"> <li>• ITED</li> </ul>	<ul style="list-style-type: none"> <li>• ITED</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• District development assessment</li> </ul>	<ul style="list-style-type: none"> <li>• PLAN</li> </ul>

## Approach

This term means that student achievement is measured by both criterion referenced tests (students are evaluated against a predetermined list of criteria) and norm referenced tests (students are evaluated through comparison against the performance of other students). **The district must indicate below the test approach for each district-wide assessment listed. Approach is the interpretation intended by the district and is a local decision.**

		District-wide assessments within each grade span		Criterion Referenced Assessment(s)	NORM REFERENCED ASSESSMENT(S)
<b>Format</b> This term means that student achievement is measured by both selected response (i.e. multiple choice or true/false or matching) and constructed response (short answer or extended response or performance task).	<b>SELECTED Response</b> <ul style="list-style-type: none"> <li>Multiple Choice</li> <li>True/False</li> <li>Matching</li> </ul>	3-5	NWEA		
			ICAM		
			ITBS		
		6-9	NWEA		
			ICAM		
			ITBS		
	<b>Constructed Response</b> <ul style="list-style-type: none"> <li>Short Answer</li> <li>Extended Response</li> <li>Performance task</li> </ul>	10-12	NWEA	District must indicate with a checkmark the interpretation of each assessment as intended locally.	
			PLAN		
			ITED		
		3-5	District developed observation checklist		
			ICAM		
			ITBS		
		6-9	District developed assessment		
			ICAM		
		10-12	District developed assessment		

District-wide assessments appear in each cell as a result of alignment with **ALL** local content standards in reading. Coverage of all content standards is evident when at least one district-wide assessment appears in each cell. **Note: The number of content standards is a local decision. This example uses four standards for demonstration purposes only.**

Acronyms for assessments used in this sample:

(ITBS) Iowa Tests of Basic Skills (NWEA) Northwest Evaluation Association  
 (ITED) Iowa Test of Educational Development (ICAM) Iowa Collaborative Assessment Modules

Grade Span	Reading Content Standard 1 (List standard)	Reading Content Standard 2 (List standard)	Reading Content Standard 3 (List standard)	Reading Content Standard 4 (List standard)
3-5	<ul style="list-style-type: none"> <li>ITBS</li> <li>NWEA</li> <li>ICAM</li> </ul>	<ul style="list-style-type: none"> <li>ITBS</li> <li>District-developed assessment with scoring rubric</li> </ul>	<ul style="list-style-type: none"> <li>District 5<sup>th</sup> grade observation checklist</li> <li>Gray Oral Reading Test</li> </ul>	<ul style="list-style-type: none"> <li>ICAM</li> </ul>

6-9	<ul style="list-style-type: none"> <li>ITBS</li> </ul>	<ul style="list-style-type: none"> <li>ITBS</li> </ul>	<ul style="list-style-type: none"> <li>District developed 9<sup>th</sup> grade reading assessment</li> </ul>	<ul style="list-style-type: none"> <li>ICAM</li> <li>NWEA</li> </ul>
10-12	<ul style="list-style-type: none"> <li>ITED</li> <li>NWEA</li> </ul>	<ul style="list-style-type: none"> <li>ITED</li> </ul>	<ul style="list-style-type: none"> <li>District developed assessment of all 10<sup>th</sup> grade students</li> </ul>	<ul style="list-style-type: none"> <li>PLAN</li> </ul>

## Approach

This term means that student achievement is measured by both criterion referenced tests (students are evaluated against a predetermined list of criteria) and norm referenced tests (students are evaluated through comparison against the performance of other students). **The district must indicate below the test approach for each district-wide assessment listed. Approach is the interpretation intended by the district and is a local decision.**

		District-wide assessments within each grade span		Criterion Referenced Assessment(s)	NORM REFERENCED ASSESSMENT(S)
<b>Format</b> This term means that student achievement is measured by both selected response (i.e. multiple choice or true/false or matching) and constructed response (short answer or extended response or performance task).	<b>SELECTED Response</b> <ul style="list-style-type: none"> <li>Multiple Choice</li> <li>True/False</li> <li>Matching</li> </ul>	3-5	NWEA		
			ICAM		
			ITBS		
		6-9	NWEA		
			ICAM		
			ITBS		
		10-12	NWEA		
			PLAN		
			ITED		
	<b>Constructed Response</b> <ul style="list-style-type: none"> <li>Short Answer</li> <li>Extended Response</li> <li>Performance task</li> </ul>	3-5	District developed observation checklist		
			ICAM		
			ITBS		
		6-9	District developed assessment		
			ICAM		
		10-12	District developed assessment		

District must indicate with a checkmark the interpretation of each assessment as intended locally.

## District-wide Assessment Plan for Reading and Mathematics

(Partially Completed)

### Example #2

#### K-3 Diagnostic Assessments

- Diagnostic assessments need to be administered every year at every grade.
- Every student in every grade K-3 must be assessed at least twice a year so that parents can be notified at least two times each year of their individual child's reading progress and interventions planned to improve performance. "Assessment" does not always mean that the diagnostic assessment must be given twice. Assessment means collecting information to make decisions. Teachers collect many diagnostic assessment data in the course of their teaching. The criterion here is having sufficient information to report progress to parents and to inform effective instruction.
- Districts do not have to assess all three areas at each grade level; however, all three areas must be assessed at some time in the K-3 grade span.
- Districts must determine the grade level at which to assess skills most appropriately.
- The results of each of these assessments will be reported to parents on a biannual basis.

<b>Grade</b>	<b>Phonemic Awareness Diagnostic</b>	<b>Fluency Diagnostic</b>	<b>Comprehension Diagnostic</b>
<b>K</b>			
<b>1</b>			
<b>2</b>			
<b>3</b>			

District Standards- Note: For purposes of demonstration, this sample shows four content standards in each subject area and a number of district-wide assessments (these numbers are local decisions).

READING CONTENT STANDARDS					
A. (list standard)				C. (list standard)	
B. (list standard)				D. (list standard)	
Grade Span	District-wide  ITBS ITED Norm Referenced/ Selected Response	District-wide District developed PORTFOLIO Criterion Referenced/ Constructed Response	District-wide NEW STANDARDS REF. EXAMS Norm Referenced/ Constructed Response	District-wide  CRITERION MUL.CHOICE Criterion Referenced/ Selected Response	(THIS COLUMN EXCEEDS REQUIREMENTS)  Reporting to Parents, District, and State

3-5	<b>Standards A, C Grade 4</b>	<b>Standards A, B Gr. 3 &amp; 5</b>	<b>Standards A, B Gr. 2</b>	<b>Standard D Gr. 3 &amp; 5</b>	<b>Grade 4 on ITBS (3 levels) Gr.3&amp;5CRT (Passing Score)</b>
6-9	<b>Standard C Grade 8</b>		<b>Standards A, B Grade 7</b>	<b>Standard D Gr. 6 &amp; 8</b>	<b>Grade 8 on ITBS (3 levels) Gr.6&amp;8CRT (Passing Score)</b>
10-12	<b>Standard A, C Grade 11</b>	<b>Standard B Grade 11</b>		<b>Standard D Grade 10</b>	<b>Grade 11 on ITED (3 levels) CRT (Passing Score)</b>

MATHEMATICS CONTENT STANDARDS					
A. (list standard)	C. (list standard)				
B. (list standard)	D. (list standard)				
Grade Span	<b>District-wide  ITBS ITED Norm Referenced/ Selected Response</b>	<b>District-wide District developed PORTFOLIO Criterion Referenced/ Constructed Response</b>	<b>District-wide NEW STANDARD S REF. EXAMS Norm Referenced/ Constructed Response</b>	<b>District-wide  CRITERION MUL.CHOICE Criterion Referenced/ Selected Response</b>	(THIS COLUMN EXCEEDS REQUIREMENTS)  Reporting to Parents, District, and State
3-5	<b>Standards A, C Grade 4</b>	<b>Standards A, B Gr. 3 &amp; 5</b>	<b>Standards A, B Gr. 2</b>	<b>Standard D Gr. 3 &amp; 5</b>	<b>Grade 4 on ITBS (3 levels) Gr.3&amp;5CRT (Passing Score)</b>
6-9	<b>Standard C Grade 8</b>		<b>Standards A, B Grade 7</b>	<b>Standard D Gr. 6 &amp; 8</b>	<b>Grade 8 on ITBS (3 levels) Gr.6&amp;8CRT (Passing Score)</b>
10-12	<b>Standard A, C Grade 11</b>	<b>Standard B Grade 11</b>		<b>Standard D Grade 10</b>	<b>Grade 11 on ITED (3 levels) CRT (Passing Score)</b>

**The sample district-wide assessment plan on the following pages contains language that indicates those data that will be reported in the APR and those data that will be reported to parents during the course of the school year. These designations exceed minimum requirements but indicate how a district might track "reported" data.**

Notes:

## District-wide Assessment Plan for Reading and Mathematics

(Partially Completed)

### Example #3

#### K-3 Diagnostic Assessments

- Diagnostic assessments need to be administered every year at every grade.
- Every student in every grade K-3 must be assessed at least twice a year so that parents can be notified of their individual child's reading progress and interventions planned to improve performance. "Assessment means the diagnostic assessment must be given twice. Assessment means collecting information to make decisions about the diagnostic assessment data in the course of their teaching. The criterion here is having sufficient information to inform parents and to inform effective instruction.
- Districts do not have to assess all three areas at each grade level; however, all three areas must be assessed at least once over the grade span.
- Districts must determine the grade level at which to assess skills most appropriately.
- The results of each of these assessments will be reported to parents on a biannual basis.

Grade	Phonemic Awareness Diagnostic	Fluency Diagnostic	Comprehension Diagnostic
K			
1			
2			
3			

Reading Standards-

Mathematics Standards-

1. (List reading standard)  
mathematics standard)
2. (List reading standard)  
mathematics standard)
3. (List reading standard)  
mathematics standard)
4. (List reading standard)  
mathematics standard)

1. (List
2. (List
3. (List
4. (List

District Assessment Tools at Grade Levels						
Assessments	Standards	Approach	Format	Multiple Approaches need to be demonstrated at school		
		NR- Norm Referenc ed	SR- Selected Respons e		Multiple Formats within this Grade Span	Multiple

		CR- Criterion Referenc ed	CR- Constructed Respons e	K	1	2	3	4	5	6
Gates – Reading	Rdg St.- 1,3	NR	SR		X	X	X	X report	X	X
ITBS & ITED- Math, Reading, and Science	Rdg St.- 2,3,4 Math St- 2,3,4 Sc. St-1,4	NR	SR					X report out		
ACT		NR	SR							
Science Exemplars		CR	CR		X	X	X	X	X	X
Math Exemplars	Math St- 1,2	CR	CR		X	X	X	X	X	X report
DIBELS- Reading (Phonemic Awareness)	Rdg. St- 3,4	CR	CR	X report	X report					
Running Records (fluency/ accuracy)	Rdg. St- 1	CR	CR		X report	X report	X report	X	X	
Six Traits of Writing	Rdg. St- 1	CR	CR							

**Report Out – Data will be included in APR. Report- Data reported to students’ parents during course of school year.**

# APPENDIX I IOWA COLLABORATIVE ASSESSMENT MODULES

Previously  
Iowa Collaborative Instructional Improvement Centers (ICIIC)



ICIIC.pdf

The following print is the .doc version. Formatting from the .pdf file is missing.

## An Overview

### Kris Waltman, ICIIC Director

Grant Wood AEA  
4401 6th St SW  
Cedar Rapids, IA 52404  
Phone 319/399-6727  
Fax 319/399-6457  
kwaltman@aea10.k12.ia.us  
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The Iowa Association of Area Education Agencies (AEAs) has embarked on a collaborative venture to create a sustained effort to support standards-referenced reform and accountability for the achievement of Iowa's students. This effort resulted in the creation of the Iowa Collaborative Instructional Improvement Centers (ICIIC) in mathematics and reading.

Although the ICIIC has a full-time director, the center is what has become known as a "virtual center" and relies almost exclusively on the cooperative efforts of staff members from each of Iowa's AEAs as well as educators from Iowa schools. The ICIIC's primary objective is to provide assistance to school districts in the development and implementation

of their comprehensive district-wide standards-referenced assessment systems.

This objective is being accomplished by the following two initiatives:

- ♦ development of standards-referenced assessment modules; and
- ♦ assessment literacy professional development program.

This paper is intended to provide an overview of the ICIIC initiatives and provide specific information on the potential benefits to your district. If you share any of the following questions please read further to see how the ICIIC can be of assistance. For additional information, please contact your AEA or the ICIIC Director, Kris Waltman, at kwaltman@aea10.k12.ia.us or 319/399-6727.

- ♦ **Are you struggling with understanding the requirements associated with a "comprehensive standards-referenced assessment system?" ..... 2**
- ♦ **Do you need assistance in selecting multiple measures**

for use in the areas of reading and/or mathematics? .....	6
♦ Are you looking for affordable district-wide assessment options? .....	6
♦ Are you interested in learning how your district's assessment system can incorporate both classroom and standardized assessments? .....	11
♦ Are you interested in learning how your staff can improve student achievement and motivation through the use of sound assessment practices? .....	11
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## What is a

### “Comprehensive District-Wide Standards-Referenced Assessment System?”

Developing a comprehensive district-wide standards-referenced assessment system is a challenge that is facing each school district in the state of Iowa. Unlike other states that mandate specific assessment instruments and/or practices, Iowa is committed to allowing each district to determine the type of student achievement information that is needed and the manner in which it will be collected.

Iowa schools, however, are not completely free to determine the type of assessment tools that they will use in order to obtain this student achievement information. Specifically, the Iowa legislature (Division VIII, Chapter 12 of the Iowa Administrative Code) has required that each district report publicly, on an annual basis, student achievement information that has been obtained by at least two different measures—a norm-referenced standardized test (utilizing national norms) and a second assessment tool (i.e., the “multiple measure”). (Chapter 12, Division VIII also requires that all students be included in the assessment system, not just those taking particular courses, and that the measures used be technically sound.) Each school district, however, must decide which specific assessment tools it will use and how the resulting achievement information will be used to monitor progress toward its academic targets.

In designing what is being called a “comprehensive district-wide standards-referenced assessment system”, it is important to first understand the elements of such a system. Working backwards, an “assessment system” refers to a systematic administration of assessment tools for an intended purpose. In this case, the purpose for administering these tools is to obtain evidence regarding student performance with respect to the district’s content standards—“standards-referenced.” “District-wide”, which refers to the level at which the information is needed, is commonly used to mean that all students are included in the assessment system—including students with special needs—and not just those students enrolled in a specific set of courses. In order to obtain district-wide achievement information, careful administration and scoring conditions should be followed so that scores can be combined across students, classrooms, and buildings in a meaningful way. And, finally, the term “comprehensive” is included to emphasize that achievement information is needed regarding the attainment of all of the district’s content standards for a particular curricular area at specified grade levels.

#### **Iowa Collaborative Instructional Improvement Centers**

Often the definition and requirements associated with the “multiple measures”, and the description of how they are to fit into a district’s comprehensive district-wide standards-referenced assessment system, have been limited to the minimum requirements as identified in Chapter 12, Division VIII. The ICIIC, however, has chosen to focus on

what is closer to a best-practice model.

For example, grades 4, 8, and 11 are the grade levels targeted by the state legislature for public reporting of scores from the norm-referenced standardized tests. In contrast, there is no grade level identified by the legislature as the target for the “multiple measure.” Because it is believed that no assessment tool can provide information regarding the entire domain covered by a district’s content standards, the ICIIC believes that multiple measures need to be utilized at a given grade level in order to obtain a comprehensive view of student achievement at that grade level.

#### **Example**

The dark gray circle in Diagram 1 represents all of the content standards for mathematics and their corresponding benchmarks at grade four for a given district. A comprehensive district-wide standards-referenced assessment system is one that yields information for the complete content domain, permitting the district to monitor the progress of all fourth-grade students with respect to the individual content standards for mathematics.

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#### **Diagram 1**

Entire set of mathematics  
content standards & the  
associated 4<sup>th</sup> grade  
benchmarks

#### **Content Domain**

#### **Iowa Collaborative Instructional Improvement Centers**

In designing a comprehensive district-wide standards-referenced assessment system, a district should first conduct an analysis of the assessment(s) currently being used at each grade level. For example, nearly every district in Iowa administers the ITBS and ITED. But, because they were not designed with a specific district’s content standards in mind, in all likelihood the skills covered by the ITBS and ITED will not provide the comprehensive view, at any grade level, needed by a district. Additional assessment tools are needed in order to provide information that will complete the district’s comprehensive view. It should also be noted that it is possible that the ITBS and ITED might cover skills that are not part of the district’s content domain. If the amount of extraneous information is quite small, this should not interfere with monitoring progress towards the target(s).

#### **Example**

Diagram 2 shows that the ITBS may cover only a portion of the fourth-grade content domain in mathematics. (The extent of this coverage needs to be determined by each district.)

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#### **Diagram 2**

ITBS

#### **Iowa Collaborative Instructional Improvement Centers**

The portion of the content domain at a particular grade level that is not covered by the ITBS or ITED should be considered when selecting or designing the additional assessment tool(s) that will be needed as part of the comprehensive assessment system.

Using an assessment instrument that provides nearly identical information to that provided by the ITBS/ITED is of limited value, especially given the associated expenses.

Thus, the ICIIC recommends that the multiple measures used by a district be chosen or

developed to complement the information that is already available to them. Complementary information, however, does not necessarily mean that there would be no overlap between the skills measured by the two or more assessment tools.

### **Example**

In Diagram 3 there is a subset of skills that is measured by both assessment tools. Redundant information such as this may be warranted in certain cases, such as where the ITBS has only a few items covering a content standard and the district needs additional information regarding the set of benchmarks associated with that standard.

To make the best use of school resources, though, the amount of redundant information should be minimized. Even with the use of an additional assessment tool, it is very likely that there will remain some aspects of the content domain for which the district still does not have district-wide information regarding student achievement. Thus, additional assessment tools may be needed to obtain information regarding student performance in these skill areas.

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### **Diagram 3**

ITBS

Multiple Measure:

District-wide 4<sup>th</sup>-grade assessment

**Iowa Collaborative Instructional Improvement Centers**

## **What Type of Assistance is the ICIIC Providing?**

The purpose of this section is to provide a general overview of the two ICIIC initiatives in order to clarify some points of confusion and misunderstandings that may have occurred over the early months of these projects. More information will be made available in the future, as the details of these initiatives become final.

## **Role of the Standards-Referenced**

### **Assessment Modules**

The standards-referenced assessment modules are being developed so that each assessment module is aligned to a specific content standard. (These assessment modules were previously referred to as “testlets.”) Once these assessment modules are completed, school districts will be able to choose assessment modules to meet state requirements for the use of “multiple measures” and to round out their comprehensive system. School districts can then use results from the individual assessment modules, in combination with information from other assessment tools, to make judgements regarding its students’ progress towards attainment of each of its content standards in the areas of mathematics and reading. A district will be able to pick and choose which, if any, assessment modules it wants to use as part of its standards-referenced assessment system.

### **With which content standards will the assessment modules be aligned?**

The first step involved with developing the sets of assessment modules for mathematics and reading was to identify the targeted skills within each of these two content areas at grades 4, 8, and 11 for which the assessment modules would be developed. In doing this, our primary objective was designing a system that would help the largest number of Iowa school districts, which necessitated a review of local district content standards and benchmarks to determine which mathematics and reading skill areas (i.e., benchmarks) are most valued by local districts.

During the fall of 1999, Iowa school districts were invited to submit their content standards and benchmarks for review by Mid-continent Research for Education and Learning (McREL). McREL reviewed the documents submitted by over 260 districts, with the purpose of identifying those standards and benchmarks that were the most common across the districts, and provided a summary of the review. Using McREL's summary, informa-  
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### **Iowa Collaborative Instructional Improvement Centers**

tion provided by local districts when reviewing this summary, and evidence regarding the information already available to districts that use the ITBS and ITED, specific benchmarks were identified for which assessment modules will be developed.

Originally this set of standards and benchmarks had been referred to as "consensus standards" or "consensus frameworks" but we now simply refer to them as "content specifications." The full collection of benchmarks that was chosen for the development of the assessment modules does not have any specific meaning as a complete set. That is, they don't represent the entire set of benchmarks that any one district would likely adopt because they are not intended to be a complete description of everything a student should know and be able to do in the given area. There are several very important benchmarks that were omitted from the content specifications because they were not compatible with the types of assessment tasks that could be developed for the assessment modules.

The content specifications will be available for public release later this spring.

The table below, however, identifies the content areas within each of the two curricular areas for which assessment modules are being developed. As noted in the table, there will be assessment modules developed for grades 4, 8, and 11. In addition, two of the mathematics modules (i.e., Data Analysis, Statistics, & Probability and Solving Work-Related Mathematics Problems) and two of the reading modules (i.e., Comprehending Academic Texts and Comprehending Functional Texts) will incorporate employability skills benchmarks at each of the three grade levels.

### **Curricular Tentative Grade Level**

#### **Area Assessment Module Names 4th 8th 11th**

Mathematics Problem-Solving Process & Strategies x x x

Number Concepts & Operations x x x

Measurement x x x

Geometry x x x

Data Analysis, Statistics, & Probability ⊗ ⊗ ⊗

Functions and Algebra x x x

Solving Work-Related Mathematics Problems ⊗ ⊗ ⊗

Reading Comprehending Literature x x x

Comprehending Academic Texts ⊗ ⊗ ⊗

Comprehending Functional Texts ⊗ ⊗ ⊗

Literary Elements & Techniques x x x

Note. ⊗ = assessment module incorporates employability benchmarks

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### **Iowa Collaborative Instructional Improvement Centers**

The assessment modules, just like the ITBS and ITED, were not designed with a specific district's content standards and benchmarks in mind. Rather, it was the collective needs of Iowa districts that have been considered in the design. Thus, each individual

district needs to carefully consider the alignment between the skills measured by the assessment modules and their own content standards and benchmarks when deciding which, if any, of the assessment modules will be adopted. Without first checking for alignment, a district runs the risk of obtaining significant amounts of redundant and/or extraneous information. As illustrated in Diagram 4, the district's goal should be to select those modules that will provide important information, yet minimizing both redundant and extraneous information.

### **Example**

A district should select assessment modules that are aligned with the district's content standards and benchmarks for fourth-grade mathematics in order to obtain achievement information that complements the information already available with the ITBS.

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ITBS

### **Diagram 4**

Assessment Modules

### **Iowa Collaborative Instructional Improvement Centers**

#### **What will the assessment modules look like?**

Many factors contributed to the specifications for the assessment modules. These factors included the:

- ◆ timeline and resources available for the development of the assessment modules;
- ◆ skill areas for which districts need district-wide student achievement information;
- ◆ limited resources available to districts for administering and scoring the assessment modules;
- ◆ limited time available for student testing; and
- ◆ need to make valid and reliable inferences based on scores from the assessment modules.

Taken together, these factors required that some compromises be made. For example, the assessment modules are not extended performance tasks that require a significant amount of resources to administer and score. But neither are the assessment modules simply a collection of multiple-choice items measuring the same set of skills as measured by the ITBS or ITED. Instead, multiple item formats are being utilized so districts can efficiently obtain information regarding student achievement in areas that are not well covered by the ITBS or ITED.

For example, a typical mathematics module will consist of 10 multiple-choice items, two short constructed-response items (scored 0-2), and two extended constructed-response

items (scored 0-4). The typical reading comprehension module will consist of two reading passages (one long and one short) with a total of 12 multiple-choice items and two extended constructed-response items (scored 0-4). The amount of testing time required for each of the modules has not yet been determined, but efforts will be made to keep the testing time to approximately 40 minutes so that they can be administered within a typical class schedule. Scores for each assessment module will be reported as scaled scores, but Iowa and national norms will not be available.

#### **Who is responsible for the administration, scoring, and reporting?**

Prior to finalizing the assessment modules, the ICIIC will cover the costs associated with development, administration, and scoring of the assessment modules through the contractor assisting with the development—Advanced Systems for Measurement and Evaluation (ASME). A select number of schools will be asked to assist in the pilot testing of the assessment items during October 2000, with representatives from these schools assisting in the scoring of student responses. ASME will cover costs associated with this 3/31/00 9

### **Iowa Collaborative Instructional Improvement Centers**

pilot test (including reproduction and distribution of testing materials and substitute pay required for teachers participating in the scoring sessions).

A larger number of school districts will be selected to participate in a state-wide field test of the assessment modules in the spring of 2001. The scores from this field test will be made available to participating districts by September 2001 so that, if desired, districts can use results from the field test to fulfill the multiple measure requirement specified in Division VIII, Chapter 12 of the Iowa Administrative Code. It should be noted, however, that the assessment modules will not be finalized until after the field test. Thus, scores from the field test cannot provide baseline data for any district. As with the pilot test, the ICIIC will cover costs associated with the field test.

A summary of the timeline associated with these activities is provided in the table below. **If you are interested in participating in the field test please contact the ICIIC Director, Kris Waltman, at 319/399-6727 or [kwaltman@aea10.k12.ia.us](mailto:kwaltman@aea10.k12.ia.us). A formal registration process for the field test will be announced later this spring.**

#### **Activity Timeline**

Pilot test (no scores reported)

Administration..... October 2000

Scoring ..... November 2000

Field Test (scores reported to district) .

Administration..... April/May 2001

Scoring ..... June 2001

Reporting .....by September 2001

Operational Administrations

Administration..... Spring 2002, 2003, 2004,

Scoring ..... To be determined locally

Reporting .....To be determined locally

After the field test, camera-ready copy of the finalized assessment modules will be made available to districts, along with the necessary directions for administration and scoring guides. If a district adopts one or more assessment modules for use as part of its assessment system for 2002 and beyond, all costs associated with administering, scoring, and reporting become the responsibility of the district.

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### **Iowa Collaborative Instructional Improvement Centers**

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11

School district

leadership

Provide a focused strategy

for developing instructionalrelevant

assessment systems  
that balance the use of  
classroom and standardized  
assessments.

The need for balance is  
extremely important (in  
terms of the efficient use  
of quality information)  
given the increasing  
emphasis and need for  
achievement information.

## **Role of the Assessment Literacy Professional Development Program**

Whereas the assessment modules are being developed, in part, to assist schools in meeting state requirements for multiple measures, the second ICIIC initiative is primarily aimed at developing a district's capacity to create and use sound assessments practices. The two audiences targeted for the professional development program are summarized below.

### **Audience Purpose Rationale**

It is hoped, though, that assessment literacy will not be confined to the classroom. Instead, it is hoped that district educators will use their collective understanding of sound assessment practices to design methods of obtaining student achievement information for those benchmarks that cannot be easily assessed in a large-scale testing situation. Often, the best environment for collecting information regarding student achievement with respect to these performance-oriented benchmarks is within the student's classroom. However, if results from these assessment tools are to be used as part of the district-wide assessment system, the tools need to be carefully designed and scored so that information can be meaningfully aggregated across students, classrooms, and buildings within a school district. It is this type of classroom-based, district-wide assessment, as illustrated in Diagram 5, which can be used to complete the comprehensive view of student achievement related to the district's content standards.

Classroom teachers  
and building-level  
administrators

(primary focus)

Assist teachers in learning  
how to bring the full power  
of assessment, as a part of  
instruction, to bear on  
maximizing both the  
motivation and achievement  
of Iowa students.

Assessment is an integral  
part of the instructional  
process, and, if carefully  
designed and implemented,

the instructional use of good classroom assessments can result in increased student achievement.

### **Iowa Collaborative Instructional Improvement Centers**

#### **Example**

Classroom assessments, if carefully designed and scored, can be used to obtain district-wide information in order to complete the district's comprehensive view of student achievement.

The goal of the professional development program is that the participants will develop a deep understanding of the difference between sound and unsound assessment and a complete understanding of how to use assessment as a teaching tool. Because of the nature of what is to be learned, the professional development experience must be conceived of as more than a series of workshops. It has been shown that one of the most effective ways of internalizing and learning sound classroom assessment is through learning team-based professional development experiences. A learning team is a small group of professionals who agree to meet regularly to share a professional growth experience. Teams can consist of teachers, administrators or, ideally, both.

Although the assessment literacy professional development program is based on the work of Rick Stiggins and the Assessment Training Institute, it is being supported and delivered by each of Iowa's AEAs. For more information regarding the assessment literacy professional development program, please contact your AEA.

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#### **Diagram 5**

Assessment Modules

Classroom-based,

district-wide

assessments

ITBS

### **Iowa Collaborative Instructional Improvement Centers**

APPENDIX J  
LETTER TO SCHOOL DISTRICTS  
JUDY JEFFREY  
DIVISION ADMINISTRATOR  
IOWA DEPARTMENT OF EDUCATION

**Please distribute to all district and area education agency personnel who have responsibility for comprehensive school improvement plans, annual progress reports, and federal programs funded through the Elementary & Secondary Education Act**

DATE: May 1, 2002

TO: Iowa Administrators

FROM: Judy Jeffrey, Administrator, Division of Early Childhood, Elementary and Secondary Education

SUBJECT: Reauthorization of the Federal Elementary and Secondary Education Act

This memo is intended to assist schools and school districts to understand the implications of the newly reauthorized federal legislation that has been known as the Elementary and Secondary Education Act (ESEA). This legislation covers a multitude of federal education programs that provide direction and funding to state education efforts. Federal funds appropriated to support this legislation comprise up to 6 – 7 percent of a school district's total budget. *Note: This letter does not address state-funded programs.*

**ESEA 1994**

In 1994, ESEA established content and performance standards for reading and mathematics. Through the 1994 legislation, Iowa negotiated the "Iowa Model" with the United States Department of Education (USDE). The "Iowa Model" is the alignment of state policy (House File 2272) with 1994 ESEA and is now part of Division VIII, Iowa Administrative Code (IAC) Chapter 12. Division VIII guides the accreditation of Iowa schools and school districts. This is the policy that also created the comprehensive school improvement plan (CSIP), assessment of all students aligned with standards, and the annual reporting requirements (APR).

At this time, Iowa, along with 29 other states, is working on a timeline waiver from the USDE to complete the requirements of the 1994 legislation. In the next two years, Iowa must demonstrate to the USDE the following:

- All districts have aligned their assessments with rigorous reading and mathematics standards.
- All district-wide assessment measures are valid, reliable and technically sound.

**ESEA 2002 - No Child Left Behind (NCLB)**

At the same time Iowa completes its timeline requirements for ESEA 1994, it must also begin to implement NCLB. For several years, the federal government has been working to reauthorize ESEA. Reauthorization was signed into law on January 8, 2002, and is now titled *No Child Left Behind*; however, the direction of content and performance standards for reading and mathematics continues through NCLB with additional modifications and accountability provisions. No Child Left Behind has implications for schools and school districts in Iowa.

## WHAT ARE NCLB IMPLICATIONS FOR IOWA?

Although there are new requirements in the federal law, the DE does not anticipate that any major state policy that is incorporated into House File 2272 or Chapter 12 will need to change dramatically. Although Iowa incorporates many of the requirements of ESEA at the local level rather than the state level (i.e., content standards, goal setting for student achievement and assessment measures) districts across Iowa continue to demonstrate that this work meets the federal requirements. As the DE works with the USDE, area education agencies (AEAs), schools and school districts to implement the new NCLB legislation, we will continue to incorporate our state policy in our state consolidated plan.

Each state is required to submit documentation to the federal government that details how the state will implement the new legislation. The DE will submit a consolidated plan to the USDE on June 3, 2002. This plan must be approved by the USDE. At this time, the proposed federal rules and regulations for a consolidated plan have not been provided to states. There are many parts of the NCLB bill that have not been formulated into the rules and regulations expected by the USDE. Therefore, the DE is presenting what is known -- with the understanding that some of the requirements could change with either the approval of Iowa's consolidated plan or rules to be promulgated by the USDE in the future.

## WHAT ARE THE BASIC DIFFERENCES BETWEEN FEDERAL PROGRAMS IN THE 1994 ESEA LEGISLATION AND THE 2002 NCLB LEGISLATION?

<b>ESEA 1994 Programs</b>	<b>NCLB 2002 Program Changes</b>	<b>DE Contact</b>
Title I Basic (A)	Same	Paul Cahill paul.cahill@ed.state.ia.us
Title I (C) Migrant	Same	Donna Eggleston donna.eggleston@ed.state.ia.us
Title I (D) Neglected/Delinquent	Same	Kara Weigel kara.weigel@ed.state.ia.us
Reading Excellence Act	Title I (B) 1 -Reading First (state submits application to USDE)	Carlene Lodermeier carlene.lodermeier@ed.state.ia.us
	Title I (B) 2 – Early Reading First	To be Determined
Evenstart	Same (state submits application to USDE)	Susan Andersen susan.andersen@ed.state.ia.us
Comprehensive School Reform	Same (state submits application to USDE)	Jim Graeber (until July 1) jim.graeber@ed.state.ia.us
Class Size Reduction (added in 1999)	Title II (A) – Quality Teachers	Dave Winans/To be Determined dave.winans@ed.state.ia.us
Title IV Eisenhower Math and Science Funds	Title II (A) – Quality Teachers	Dave Winans/To be Determined dave.winans@ed.state.ia.us
Technology (TLCF)	Title II (D) Technology	John O'Connell john.oconnell@ed.state.ia.us
Title VIII Bilingual Education	Title III (B) Language Instruction for Limited English Proficient & Immigrant Students	Carmen Sosa carmen.sosa@ed.state.ia.us
Title II Safe/Drug-Free Schools	Title IV (A) Safe/Drug-Free Schools	Linda Miller linda.miller@ed.state.ia.us
21 <sup>st</sup> Century Community Learning Centers -\$ available only from USDE (added in	Title IV (B) 21 <sup>st</sup> Century Community Learning Centers	Joe Herrity joe.herrity@ed.state.ia.us

'98)		
Title VI Innovative Schools	Title V (A) Parental Choice & Innovative Programs	Lory Johnson lory.johnson@ed.state.ia.us
	Title VI (B) 1 Flexibility & Accountability Small Rural School Achievement (REAP)	Mary Beth Schroeder Fracek marybeth.schoederfracek@ed.state.ia.us
	Title VI (B) 2 Rural & Low-Income School Program (REAP)	Mary Beth Schroeder Fracek marybeth.schoederfracek@ed.state.ia.us
Goals 2000	Discontinued	

The DE's Web site at [www.state.ia.us/educate](http://www.state.ia.us/educate) will be updated as information is received on program information, specific program allocations, funding levels, when applications for competitive programs are available, and any new information. Please select the page entitled NCLB.

### WHAT ARE THE NEW FEDERAL REQUIREMENTS FOR SCHOOL DISTRICTS AND IOWA?

2002-2003 School Year	Public School District	Accredited Nonpublic School	NCLB 2002
Beginning of school year	X		Title I schools identified in need of improvement by the state continue their improvement plans, notify parents of the designation and offer school choice (notification of this requirement has already been sent to designated schools).
	X		Any teachers newly hired with Title I funds must meet requirements of a "highly qualified teacher"*.
	X		Any paraprofessional hired in Title I funded buildings must meet new standard of quality**.
	X		Title I Targeted Assistance & School-wide programs, Title II and Title IV (A) Safe & Drug Free School programs that provide professional development incorporate scientifically based research***.
	X	X	Provide school report card (APR). Achievement must be provided for free and reduced (F/R) and Individualized Education Program (IEP) subgroups compared to the rest of the population not F/R and not IEP.
During school year			Annual Yearly Progress (AYP) rates must be established based on 2001-2002 reading and mathematics achievement data so that all students are proficient by 2013-2014. (Additional information will be provided by the DE when the state consolidated plan is approved and the USDE promulgates rules for this section of NCLB.)
	X		All districts randomly selected for the National Assessment of Educational Progress must participate. (This is no longer voluntary on the part of districts or states.)
	X		States and districts must report the number of "highly qualified" teachers (BEDS).
	X		Districts must notify parents that they may request information on classroom teacher qualifications.

<b>2002- 2003 School Year</b>	<b>Public School District</b>	<b>Accredited Nonpublic School</b>	<b>NCLB 2002</b>
	X		States (Iowa Condition of Education Report) and districts (APR) must issue public report cards - must include the number of Title I schools identified as in need of improvement and the number of attendance sites within the district.
	X		Districts must select and administer an assessment to all English Language Learner (ELL) students for English proficiency (oral language, reading & writing). The DE will provide a recommended assessment list.
	X		Districts must be prepared to determine if ELL students have attended school for three consecutive years in the United States.
	X		Districts must report the number of languages present in their student population (BEDS).
	X	X	Districts must assess all students in grades 4 (grade span of 3-5), 8 (grade span of 6-9), & 11 (grade span of 10-12). The USDE expects that all states will assess at least 95 percent of all students.
	X		Districts must report the truancy, suspension and expulsion of all students. (DE will provide definitions and BEDS collection.)
			State Board of Education must select an additional performance indicator for elementary schools.
	X	?	Districts must be prepared to track graduation rate (DE will provide additional guidance – BEDS).
	x		Title IV (A) Safe & Drug-Free Schools must report progress on indicators (separate report for this year provided by program consultant).
			States must provide an approved list of supplemental service providers for the provision of services to low achieving children served in a school identified for the third consecutive year as in need of improvement.
<b>2003- 2004 School Year</b>	<b>Public School District</b>	<b>Accredited Nonpublic School</b>	<b>NCLB 2002</b>
Beginning of school year	X	X	Provide school report card (APR) September 15 that meets federal and state requirements.
During school year	X		All ELL students who have been in the United States for three consecutive years must be assessed in English for reading.
End of school year	X		Districts prepare data on graduation rate for reporting to public & DE (APR).
	X		Districts prepare data on ELL achievement for reporting in APR.
	X	X	Districts prepare all data listed for 2002-2003 that are new requirements and current requirements for APR to be reported by September 15. (DE will issue checklist for these requirements).
<b>2005- 2006 School Year</b>	<b>Public School District</b>	<b>Accredited Nonpublic School</b>	<b>NCLB 2002</b>
Beginning of school year	X	X	Reading and mathematics standards (benchmarks) must be in place for all grades 3 – 8.

2002-2003 School Year	Public School District	Accredited Nonpublic School	NCLB 2002
During school year	X	X	All students in grades 3 through 8 must be assessed on reading and mathematics standards.
End of school year	X	X	Assessment information for grades 3 through 8 and grade 11 must be reported to the public and the DE.
	X		All teachers in core academic subjects must meet highly qualified requirements.
	X		All paraprofessionals working in a program supported by Title I funds must meet requirements of highly qualified staff.
2006-2007 School Year	At this time, there are no new requirements to be implemented during this school year.		
2007-2008 School Year	Public School District	Accredited Nonpublic School	NCLB 2002
Beginning of school year	X	?	Science standards for at least one grade level between grades three and five must be in place.
During school year	X	?	All students in one grade level between grades three and five must be assessed on science standards.
End of school year	X	?	Science assessment information prepared for reporting to public & DE.

Definitions provided in NCLB legislation with accompanying Iowa status:

**\* *Highly qualified teacher*** – Current teacher has obtained full state certification as a teacher and holds a license to teach in the state. Iowa status: Either initial or standard license to teach within the grade level and subject area for which they are assigned.

New teachers must hold at least a bachelor's degree and demonstrate the subject matter and teaching skills needed for their particular assignment. Iowa status: At this time, all graduates from Iowa teaching institutions will have passed not only an entrance level assessment for basic skills before being admitted to the teaching program, but also must pass multiple performance assessments to document competence on the licensing standards before being recommended for licensure. Until the state consolidated plan is approved, the DE does not have any additional guidance to provide on this matter. Any additional refinements to the definition will be provided before districts are required to report on the spring BEDS.

**\*\* *Paraprofessionals*** – Individuals hired with Title I funds after January 8, 2002, must have completed at least two years of study at a postsecondary institution or obtained an associate's or higher degree. If they have not completed postsecondary study they must then meet a rigorous standard of quality through a local academic assessment in reading, writing and mathematics. Paraprofessionals who are meeting the criterion of quality through a local assessment must have a high school diploma or its equivalent. Legislation allows current paraprofessionals four years to meet these standards of high quality. The DE will provide additional guidance when federal rules are promulgated. Iowa status: If you have a paraprofessional who has obtained a voluntary paraeducator generalist or area of concentration certificate, that would certainly meet this requirement. There is an exception for paraprofessionals serving as translators or who solely conduct parent involvement activities.

**\*\*\* *Scientifically based research*** – Research that applies rigorous and objective procedures to obtain valid knowledge through systematic empirical methods that draw on observation or experiment and involve

rigorous data analyses that are adequate to test the hypotheses. The research has also been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

### **WHAT DOES ESEA 2001 MEAN FOR THE CSIP?**

The DE is working to align new program requirements under NCLB into CSIP requirements. Because the state has not submitted its plan to the USDE and rules are not promulgated for all of the federal programs, the DE has decided that it is in the best interest of everyone to **suspend the submission of new CSIPs for this coming school year for the 20 percent of the school districts who would normally be filing a new CSIP.** Therefore, **no** CSIPs are due to the DE on September 15, 2002. The CSIP for each school and school district that is currently on file will continue to operate as your school improvement plan and as documentation for federal programs funded by NCLB.

### **How do school districts access federal funds under (NCLB 2002) for the 2002-03 school year?**

Since there are additional requirements for many of the federal programs that are not explained in this letter, the DE will provide each school district an assurance document, budget applications for specific programs, and any additional federal program information needed for the coming school year. Many of the requirements will be met through the CSIPs on file with the DE. The DE is hopeful that these forms will be streamlined and easy to submit for the new federal requirements. We expect to be able to provide this information to you by the end of May 2002. These forms will be due by September 15, 2002. Each school district will submit only these assurance and budget forms in order to receive federal dollars for 2002-2003. It is expected that the DE will be able to draw down the federal dollars after submission of the state consolidated plan to the USDE.

It is possible, because of the increased federal mandates, that **all** accredited nonpublic and public school districts may have to submit a CSIP in September of 2003. If this is necessary, the DE will provide technical assistance workshops throughout the state during the 2002-2003 school year. The DE will also work with AEA school improvement consultants so that they will be available for direct assistance to your district.

### **WILL LEA COMPREHENSIVE SITE VISITS BE HELD DURING THE 2002-2003 SCHOOL YEAR?**

Yes. The DE will continue with school improvement visits as scheduled for the 2002-2003 school year that will continue to focus on the implementation of the CSIP and student results. The schedule for these visits will be developed during the month of May.

### **WHAT DOES NCLB 2002 MEAN FOR THE APR?**

Federal and state reporting requirements will continue for this school year. Annual progress reports document local accountability and the results of ongoing efforts in Iowa to improve student learning. Each school and school district must submit its annual APR by September 15, 2002. The checklist for this APR will be mailed shortly.

What is new for APRs?

- When schools and school districts report subgroup data for students with disabilities and students on F/R lunch, these subgroups must be compared with the rest of population who do not have an IEP or are F/R. Remember, all students are to be included in the district-wide assessment, but only subgroups that total at least 10 individuals must be reported in the APR.

- As stated earlier, it is expected by the USDE that each state reach at least a 95 percent participation rate. Due to local efforts, the state has already achieved at least 95 percent participation for grades 4 and 8, but has not yet reached the expected participation rate for grade 11. Schools and school districts must also report the participation rate for each group and subgroup for this past school year. (A participation rate matrix will accompany the APR checklist.)

### **WHAT WILL IOWA DO ABOUT THE NCLB 2002 ADEQUATE YEARLY PROGRESS (AYP) REQUIREMENT?**

School and school district APRs document progress on annual improvement goals is maintained for the present time under IAC Chapter 12 requirements. As the state determines how it will address the AYP and the federal requirement to have all students proficient by 2013-2014, the state will continue to inform schools and school districts of its progress. The DE will also provide technical assistance to districts and AEAs as the federal definition and formula become operational.

The state is expected to provide the basic data for AYP to the USDE in January of 2003. The USDE will provide states with additional information on this matter. This means that schools and school districts will report progress as usual on their local annual improvement goals for reading, mathematics and science. Schools and school districts will need to establish next year's annual goals (2002-2003) based on district and school data and report these in the APR submitted September 15, 2002.

### **WHAT ARE KEY POINTS FOR IOWA'S ACCOUNTABILITY?**

1. Iowa schools must continue efforts at the local level to provide rigorous standards in reading, mathematics and science.
2. The DE must provide documentation to the USDE on the technical adequacy of local assessments.
3. The DE is currently developing plans for technical assistance with the technical adequacy of assessments.
4. Iowa schools must determine the technical adequacy of local district-wide assessments during the 2002-2003 school year.
5. The DE must provide documentation to the USDE on the alignment of these assessments to local standards.
6. The DE is currently developing plans for technical assistance with the alignment of assessments with standards.
7. Iowa schools must continue alignment of district-wide assessments with standards during the 2002-2003 school year.
8. Each school and school district must continue to administer a district-wide assessment measure in reading and mathematics at grades 4, 8, and 11 and a district-wide assessment measure in science at grades 8 and 11.
9. Additional grades for administration of district-wide assessment will be required according to the chart at the beginning of this letter.
10. With the implementation of additional assessment in 2005-2006, each school and school district will also have to demonstrate that there are standards and aligned assessments for those grade levels.
11. Multiple assessments continue to be required to document progress on all reading and mathematics standards.
12. As each district moves to a standard referenced approach, it is important that a school or school district can not only document the percentage of students proficient at each of the required grade levels by performance or achievement levels and also on each standard appropriate to the grade level.
13. Schools and school districts do not submit district-wide assessment plans by September 15, 2002.
14. Schools and school districts scheduled to submit a CSIP this fall do not submit district-wide comprehensive school improvement plans (CSIPs) by September 15, 2002.
15. Schools and school districts **will submit annual progress reports (APRs)** by September 15, 2002.
16. Schools and school districts **will submit district-wide assessment participation rates** matrixes by September 15, 2002.

### **Conclusion**

The DE is striving to provide Iowa schools with appropriate technical assistance with regard to Iowa's commitment to meet the demands of its timeline waiver for ESEA 1994 and new requirement for NCLB 2002. Please be assured that the DE will do the following:

- Continue to inform schools and school districts as the implementation of NCLB progresses (check DE's Web site at [www.state.ia.us/educate](http://www.state.ia.us/educate)).
- Submit the state's consolidated plan to the USDE.
- Provide additional technical assistance for AEAs and LEAs in planning and reporting.
- Provide technical assistance for assessment measures to determine technical adequacy and alignment of assessments with standards.

Watch for dates to be published next fall to provide in-depth technical assistance workshops.

APPENDIX K  
CHIEF STATE SCHOOL OFFICER SUGGESTED  
CRITERIA

<b>Local Self-Assessment: Content Standards and Performance Standards</b>
For the 1997-98 report, a Department review team will use the following criteria when analyzing the clarity, rigor, and quality of local <u>reading</u> and <u>mathematics</u> content standards. Local district and school perception is critical to this analysis; thus, we ask that you please complete the following self-assessment. Under "Examples of Local Evidence," include page numbers in the report where the information appears. If the district or school checks "no," please indicate a projected timeline for completion in the "In Progress" box. <i>Source: The Iowa Model</i>

**Does the school or district meet the standard?**

<b>Criteria</b>	<b>Examples of Local Evidence</b>	<b>Yes</b>	<b>No</b>	<b>In Progress</b>
<b>#1: Content standards should expect and support all students achieving to high levels.</b> (e.g., opportunities for all students, high levels of achievement in discipline areas, variety of student-demonstrated achievement, developmentally appropriate benchmark expectations)	e.g., a review of our math and reading assessment results show that 75% of students in grades 4 through 8 are achieving above grade level; page 14.			
<b>#2: Content standards should reflect the strengths of academic disciplines.</b> (e.g., best judgment of content specialists, knowledge of teaching and learning in the disciplines, linked across disciplines)				
<b>#3: Content standards should be specific enough to clearly convey the important skills that all students should learn, but broad enough to allow for multiple approaches to curriculum, instruction, course design, and assessment.</b> (e.g., standards can be used for reporting, assessment, and accountability purposes; reflect a balance between knowledge and skills)				
<b>#4: The school or district has a plan to implement the content standards.</b> (e.g., development of assessments and accountability measures, a plan to move standards from paper to classroom implementation)				
<b>#5: Content standards should be world class standards.</b> (e.g., local standards compared to standards in other countries, other states, other districts, or to national standards)				
<b>#6: Content standards must be measurable and convincing to the lay public.</b> (e.g., clear, concise, jargon-free standards; public discussion and opportunity for comment on local standards)				

Yes	No	Please check "yes" or "no" to the following performance questions.
		1. Did the school or district establish desired levels of performance that ensure that students are expected to achieve at high levels?
		2. Did the school or district establish desired levels of performance so the local community is assured that its students are achieving at a rate comparable to other students in the state of Iowa and the nation?
		3. Does the school or district compare building level performance with district, state, and national performance?
		4. Does the school or district use the attained level of performance for all students and subgroups to draw conclusions and make changes to continually improve achievement levels?

### 3. School Improvement Action Plans (plans to meet the student achievement goals and the desired levels of performance)

Including this information is optional for the 1997-98 report. If the district or school wishes to report #3, consider the following: data sources, resources needed (e.g., curriculum, staff development), timelines, persons responsible, success criteria, reporting strategies, activities/strategies, and evaluation.

### 4. Student Achievement Results

This report includes the following: (Please place the page number on the line before each item where it appears in the report.)

Page #	
_____	Student achievement results in locally determined content areas other than reading and mathematics. <i>Source: IAC 12.3(3) and Iowa Code Section 280.18</i>
_____	Student achievement results within three or more levels of performance (e.g., advanced, proficient, and partially proficient) in reading for at least three grade levels within the spans of (3-5), (6-9), and (10-12). <i>Sources: IAC 12.3(3) and The Iowa Model</i>
_____	Student achievement results within three or more levels of performance (e.g., advanced, proficient, and partially proficient) in mathematics for at least three grade levels within the spans of (3-5), (6-9), and (10-12). <i>Sources: IAC 12.3(3) and The Iowa Model</i>
_____	Student achievement results disaggregated by gender for reading. <i>Source: The Iowa Model</i>
_____	Student achievement results disaggregated by ethnicity for reading. <i>Source: The Iowa Model</i>
_____	Student achievement results disaggregated by gender for mathematics. <i>Source: The Iowa Model</i>
_____	Student achievement results disaggregated by ethnicity for mathematics. <i>Source: The Iowa Model</i>

\_\_\_\_\_ Analysis of expected and actual student achievement results to determine annual progress toward long-term improvement goals. *Sources: Iowa Code Section 280.12 and The Iowa Model*

### 5. Reporting to the Public

This report includes the following: (Please place the page number on the line before each item where it appears in the report.)

Page #

\_\_\_\_\_ A description of how the district reports annual progress on student achievement goals to the public. *Source: Iowa Code Section 280.12*  
\_\_\_\_\_ *Optional:* Include a copy of the annual report to the public.

APPENDIX L  
USDE REVIEWER GUIDE  
CODED TO  
IOWA CONSOLIDATED APPLICATION

Consolidated Application Reviewer Guide				
Title	Part	Program	Code	Text
CC	1	General	1a	_____ A statement that they have already completed one of the above.
CC	1	General	1b	_____ A timeline for adopting science standards at the 3 grade spans
CC	1	General	1ci	_____ A statement that it has already completed this for some assessments required by NCLB, but not required by IASA-94, and a timeline for the completion of other required assessments. ? In this case, which assessments has the State completed? List in next column.
CC	1	General	1d	_____ A statement that it has already completed this for all academic achievement standards required by NCLB.
CC	1	General	1h	_____ Describes how it already uses a single accountability system.
CC	1	General	1ii	_____ Identifies the languages present
CC	1	General	1iii	_____ Identifies the languages in which assessments now available. List in next column.
CC	1	General	1iv	_____ Identifies the additional languages in which the State needs assessments. List in next column
CC	1	General	1j	_____ LEAs will provide for annual assessment of English proficiency.
CC	1	General	1ji	_____ LEAs' annual assessment of English proficiency will include speaking, listening, reading, writing, and comprehension.
CC	1	General	1jii	_____ The assessment of English proficiency will be aligned with the State academic content and student academic achievement standards.
CC	1	General	1k	_____ The status of its effort to establish standards and measurable achievement objectives for attainment of English proficiency by limited English proficient children.
CC	1	General	1ki	_____ How these standards relate to the development and attainment of English proficiency in speaking, listening, reading, writing, and comprehension.
CC	1	General	1kii	_____ How the English proficiency standards are aligned with the State academic content and student achievement standards. _____ The state has completed this _____ The state describes plans for completing this

				____ The state doesn't address this
CC	2	General	2a	____ The State has described a cross-cutting strategy for awarding subgrants
CC	2	General	2b	____ The State describes the process of awarding subgrants for each of the listed programs, if different from above strategy
CC	2	General	2c	____ The State describes timelines, selection criteria, and priorities for awarding competitive subgrants for each of the listed programs
CC	6	General	6a	____ Consultation with Governor's office in the development of the State application/plan
CC	6	General	6b	____ Coordination across ESEA-funded programs
CC	6	General	6c	____ Coordination of ESEA-funded programs with State-level programs and activities
CC	6	General	6d	____ Coordination with businesses, IHEs, NPOs,
CC	6	General	6e	____ Coordination with other State agencies, including the Governor's office
CC	6	General	6f	____ Coordination of ESEA programs with other Federal programs, such as IDEA, Perkins, Head Start, Adult Ed & Family Literacy, McKinney-Vento Homeless
CC	6	General	6g	The State describes specific steps it plans to take to ensure equitable access and participation. ____ Yes ____ No
CC	6	General	6h	Will the State consolidate administrative funds? ____ Yes ____ No
CC	overview	General	0.1	Is there an official signature? ____ Yes ____ No
CC	overview	General	0.2	Which of the following did the State NOT check?
CC	overview	General	0.3	Is there a name and contact information for each of the above programs? ____ Yes ____ No  Specify any included programs without such information.
CC	overview	General	0.4	Did the State adopt all 5 goals? ____ Yes ____ No. Explain.
CC	overview	General	0.5	Did the State agree to report on all indicators? ____ Yes ____ No. Explain.

CC	overview	General	0.6	Did the State include additional goals or indicators? ____ Yes. Briefly describe. ____ No
CC	overview	General	0.7	Did the State agree to submit targets? ____ Yes ____ No  Did the State agree to submit baseline data? ____ Yes ____ No
I	A	Basic	4ii	____ How it is giving priority to the use of school support teams
I	A	Basic	5i	The description includes how the State will: ____ Disseminate and interpret to LEAs and schools, schoolwide program requirements relating to identification, use of funds, planning, implementation and evaluation
I	A	Basic	5ii	____ Monitor and provide support to schoolwide programs annually to ensure the progress of these schools in making adequate yearly progress.
I	A	Basic	5iii	____ Monitor and provide support to schoolwide program schools to ensure that students reach proficiency toward meeting the State's academic content and achievement standards.
I	A	Basic	5iv	____ Establish a statewide system of intensive and sustained support and improvement for LEAs and schools.
I	A	Basic	5v	____ Modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate Federal, State and local funds for schoolwide programs.
I	A	Basic	5ei	____ Technical assistance to ensure that activities under Section 1118 are carried out; including: ____ Ensuring that each school develop and/or revise in consultation with parents the school-parent compact, ____ Ensuring that the school choice and supplemental services provisions are carried out, ____ Ensuring that the individual and school report cards provisions are implemented.
I	A	Basic	5eii	____ Plans, procedures and guidelines for collecting and disseminating effective parental involvement practices to LEAs and schools.
I	A	Basic	5eiii	____ Plans, guidelines and procedures to disseminate and publicize results of the SEA's review required by Section 1111(b)(2) to LEAs, teachers and other staff, parents, students, and the community and any other provisions requiring such dissemination and publication by means of the internet, the media, etc.
I	A	Basic	5eiv	____ Applicable assurances or plans to notify parents with respect to the parents right-to-know provisions in the language that parents understand to the extent practicable.

				language that parents understand to the extent practicable.
I	A	Basic	3-1a	Identify the amount of the reservation in section 1003(a) for school improvement that the State will use for State-level activities and describe those activities.
I	A	Basic	3-1b	For the 95 percent of the reservation in section 1003(a) that must be made available to LEAs, describe how the SEA will allocate funds to assist LEAs in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any SEA requirements for use of those funds.
I	A	Basic	3-1c	Identify what part, if any, of State administrative funds the SEA will use for assessment development under section 1004 of the ESEA, and describe how those funds will be used.
I	A	Basic	3-1d	Describe how the State will inform LEAs of the procedure they must use to distribute funds for schools to use for supplemental services under section 1167(e)(7), and the procedures for determining the amount to be used for this purpose. Correct citation is 1116(e)(6) and (7).
I	A	Basic	3-1e	Describe how the State will use funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111(1) and (2).
I	B	Even Start	2-1ai	The process description includes: (need all) ____ A timeline that provides milestones such as: ____ Awarding continuations before new grants ____ Date of continuations ____ Date of award of new grants
I	B	Even Start	2-1aii	____ A requirement that each applicant to document that it has qualified personnel to develop, administer, and implement an Even Start program and to provide access to the special training necessary to prepare staff for the program, as described in section 1237(b).
I	B	Even Start	2-1aiii	____ A requirement for a plan of operation and continuous improvement for the Even Start project that includes the items as described in section 1237(c)(A-G).
I	B	Even Start	2-1aiv	____ The State's review panel consists of at least three members, including one early childhood professional, one adult education professional, and one individual with expertise in family literacy programs.
I	B	Even Start	2-1av	____ The State provides startup funds information to eligible recipients.
I	B	Even Start	2-1avi	Does the State consult with its Committee of Practitioners regarding its RFP? ____ Yes ____ No

I	B	Even Start	2-1bi	The State described its selection criteria. ____ Yes ____ No The State's review plan approves applications as described in section 1238(a)(1)(A-H): (need all)
I	B	Even Start	2-1bii	____ Most likely to be successful
I	B	Even Start	2-1biii	____ High %/large number of children and families in need
I	B	Even Start	2-1biv	____ Services for at least 3-year age range
I	B	Even Start	2-1bv	____ Cooperation among service providers
I	B	Even Start	2-1bvi	____ Cost effective
I	B	Even Start	2-1bvii	____ Non-Federal share
I	B	Even Start	2-1bviii	____ Representative of urban and rural regions
I	B	Even Start	2-1bix	____ Greatest promise of models for others
I	B	Even Start	2-1ci	The State described its priorities ____ Yes ____ No
I	B	Even Start	2-1cii	The State's application gives priorities to applicants that target services to families most in need of Even Start services or are located in empowerment zones or enterprise communities. ____ Yes ____ No
I	B	Even Start	3-2ai	The State describes how it will use its indicators. ____ Yes (List key activities in next column.) ____ No Does the State's strategy for providing technical assistance to low-performing projects seem effective for improving those projects' performance? ____ Yes ____ No
I	B	Even Start	3-2aii	If the State included a copy of their indicators, do we have the most recent version of the indicators on file? ____ Yes ____ No. Make a copy for our files. ____ The State did not include a copy
I	B	Even Start	3-2aiii	The State's plan is an annual one. ____ Yes ____ No (How often? ____)
I	B	Even Start	3-2bi	The SEA described what constitutes sufficient progress for continuation: ____ Yes ____ No
I	B	Even Start	3-2bii	The SEA considers: (need all) ____ Progress on its indicators of program quality
I	B	Even Start	3-2biii	____ Progress on the local project's program objectives
I	B	Even Start	3-2biv	____ The local project's progress toward improving adult and child literacy results
I	B	Even Start	3-2bv	____ The local project's compliance with the statute in implementing its local program.
I	B	Even Start	3-2bvi	____ Other (List in next column.)
I	B	Even Start	3-2ci	The State provides this explanation. ____ Yes ____ No
I	B	Even Start	3-2cii	List the key strategies used.
I	B	Even Start	3-2ciii	How does the State inform projects of the applicable State content and student achievement standards? ____ Explain in next column ____ Information is not provided.
I	B	Even Start	3-2civ	Does the State have standards for children ages birth through seven? ____ Yes ____ No

I	B	Even Start	3-2di	The State's Even Start allocation is _____ (from our table)
I	B	Even Start	3-2dii	The State identifies the amounts of the reservation under §1233(a) for: _____ Total reserved; amount: _____ Is this more than 6% of ES allocation? _____ Yes _____ No
I	B	Even Start	3-2iii	_____ Administration; amount: _____ Is this more than half of the total reserved? _____ Yes _____ No
I	B	Even Start	3-2div	_____ Technical assistance; amount: _____
I	B	Even Start	3-2dv	_____ Carrying out §§1240 and 1234(c); amount: _____
I	C	Migrant	I C-1	Did the State include the MEP in its State-level coordination? _____ yes _____ no
I	C	Migrant	I C-2	Is the level of coordination sufficient to promote the efficient and coordinated delivery of services to migrant children? _____ yes _____ no
I	C	Migrant	I C-4	Is the process that the State intends to use to develop, implement, and document a comprehensive needs assessment likely to result in the production of a high quality product that will enable the State to determine needs, examine their nature and causes, and set priorities for future action? _____ yes _____ no
I	C	Migrant	I C-5	Does the State describe its priorities for the use of MEP funds? _____ yes _____ no
I	C	Migrant	I C-6	Has the State made a direct connection between the results of the statewide needs assessment and the funding priorities? _____ yes _____ no
I	C	Migrant	I C-7	Has the SEA described how the State's priorities relate to meeting the performance indicators (i.e., 1.1, 1.2, 5.1, & 5.2)? _____ yes _____ no
I	C	Migrant	I C-8	Are the State's priorities for the use of MEP funds likely to assist migrant students in meeting the State's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students)? _____ yes _____ no
I	C	Migrant	I C-9	Has the State described its subgranting process for the MEP? _____ yes _____ no
I	C	Migrant	I C-10	Has the State provided timelines in the process for awarding subgrants? _____ yes _____ no
I	C	Migrant	I C-11	Has the State provided the selection criteria (e.g., funding formula) and how it promotes improved academic achievement? _____ yes _____ no

I	C	Migrant	I C-12	Does the formula include factors that take into account the: (a) numbers of migratory children _____ yes _____ no (b) needs of migratory children _____ yes _____ no (c) statutory priority for service _____ yes _____ no (a) availability of other funds _____ yes _____ no
I	C	Migrant	I C-12a	Has the State provided a description of it's funding priorities and how they promote improved academic achievement? (For the purpose of the MEP, a priority is any criteria not identified above that the State uses to make subgrants for Title I, Part C.) _____ yes _____ no
I	C	Migrant	I C-13	Has the State described how it will use MEP funds to promote interstate and intrastate coordination? _____ yes _____ no
I	C	Migrant	I C-14	Has the State described how it will provide for the timely transfer of school records? _____ yes _____ no
I	C	Migrant	I C-15	Are the procedures that the State plans to implement likely to result in promoting continuity of education and the interstate and intrastate coordination of services for migrant children? _____ yes _____ no
I	C	Migrant	I C-16	Has the State described how it will evaluate the effectiveness of its migrant education program and projects? _____ yes _____ no
I	C	Migrant	I C-17	Is the evaluation designed to measure student "outcomes?" _____ yes _____ no
I	C	Migrant	I C-18	Does the evaluation focus on indicators 1.1, 1.2, 5.1, and 5.2? _____ yes _____ no
I	C	Migrant	I C-19	Is the evaluation plan of sufficient rigor to be likely to result in a high-quality evaluation that can be instructive in improving program effectiveness? _____ yes _____ no
I	C	Migrant	I C-20	Has the State provided an estimate of the amount of MEP funds it plans to set aside to carry out administrative and program functions that are unique to the MEP? _____ yes _____ no
I	C	Migrant	I C-21	Has the SEA described how the State will use the funds? _____ yes _____ no
I	C	Migrant	I C-22	Does the State plan to use these funds for allowable purposes? _____ yes _____ no
I	D	Neglected & Delinquent	3-4ai	_____ A description of the State's N or D performance indicators
I	D	Neglected & Delinquent	3-4aii	_____ A description of the State's N or D performance objectives

I	D	Neglected & Delinquent	3-4a <sup>iii</sup>	_____ A description of the State's identified data collection sources for program improvement
I	D	Neglected & Delinquent	3-4a <sup>iv</sup>	_____ An indication that the above apply to both subpart 1 and subpart 2
I	D	Neglected & Delinquent	4b <sup>i</sup>	_____ A description of the State assistance to State agencies and LEAs for facilitating transition services
I	D	Neglected & Delinquent	4c <sup>i</sup>	_____ A description of State guidance to State agencies and LEAs on use of funds for transition services Note: States may also refer to section 1422.
I	F	CSR	2-1f <sup>i</sup>	Describe timelines related to the statutory requirements.
I	F	CSR	2-1f <sup>ii</sup>	Describe the selection criteria and how they promote improved academic achievement.
I	F	CSR	2-1f <sup>iii</sup>	Describe priorities and how they promote academic achievement.
I	F	CSR	I F-a	Describe the process the State educational agency will use to ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program.
I	A	Basic	4i	The State submitted a description of: (need both) _____ Its Statewide system of support (school support teams, distinguished teachers and principals, additional approaches such as institutions of higher education, educational service agencies or other local consortia, private providers scientifically-based technical assistance)
II	A	Teacher & Principal Training	3i	TThe State described its plan for: (need all 4 groups) _____ Monitoring, including items such as: [See also the State's response to item #35.] _____ Plan for on-site monitoring (required) _____ Procedures for desk monitoring _____ Other (List in next column.)
II	A	Teacher & Principal Training	3ii	_____ Professional development strategies, such as: _____ Providing professional development for teachers in schools in need of improvement _____ Brokering professional development for LEAs _____ Role of distinguished educators _____ Role of distinguished schools _____ Use of school support teams _____ Other (List in next column.)
II	A	Teacher & Principal Training	3iii	_____ Technical assistance, such as: _____ Regional technical assistance meetings _____ Annual Title I meeting _____ Coordination with regional comprehensive center _____ Hosting model provider fairs _____ Other (List in next column.)
II	A	Teacher & Principal Training	3iv	_____ Identifying and implementing effective instructional programs and practices based on scientific research, including:

				____ Specific strategies (List in next column.)
II	A	Principal & Teacher Training	5bi	____ Specific strategies it will use to help all teachers in high-poverty schools and schools in need of improvement be "highly qualified" (required)
II	A	Principal & Teacher Training	5bii	____ Strategies for coordinating the use of Title I and Title II funds to help all teachers be "highly qualified"
II	A	Principal & Teacher Training	5biii	____ Strategies to recruit and retain highly-qualified teachers, such as financial incentives and reimbursement for coursework or additional certifications.
II	A	Principal & Teacher Training	5ci	____ To ensure that paraprofessionals with instructional duties that are hired by LEAs after January 8, 2002 to work in a program supported with Title I funds have (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness);
II	A	Principal & Teacher Training	5cii	____ To ensure that all existing paraprofessionals with instructional duties working in a program supported with Title I funds meet these requirements within four years; and
II	A	Principal & Teacher Training	5ciii	____ To ensure that all paraprofessionals (regardless of their hiring date) in a program supported with Title I funds have a secondary school diploma or equivalent.
II	A	Teacher & Principal Training	II A-1	Conduct effective professional development activities. Yes_____ No_____ If "no" explain:
II	A	Teacher & Principal Training	II A-2	Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes. Yes_____ No_____ If "no" explain:
II	A	Teacher & Principal Training	II A-3	Retain highly qualified teachers. Yes_____ No_____ If "no" explain:
II	A	Teacher & Principal Training	II A-4	Did the State describe the SAHE competitive process for making subgrants to eligible partnerships?. Yes_____ No_____ If "no" explain:
II	A	Teacher & Principal Training	II A-5	Did the State address how the process ensures that subgrants are equitably distributed by geographic area within a State or how eligible partnerships in all geographic areas within the State are served through the subgrants?. Yes_____ No_____ If "no" explain:

II	A	Teacher & Principal Training	II A-6	Does the application describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs and meet the States' (and those entities' own) performance goals and objectives? Monitor: Yes_____ No _____ If "no" explain:
II	A	Teacher & Principal Training	II A-7	<b>Provide professional development:</b> Yes_____ No _____ If "no" explain:
II	A	Teacher & Principal Training	II A-8	<b>Provide technical assistance:</b> Yes_____ No _____ If "no" explain:
II	A	Teacher & Principal Training	II A-9	Does the description include how the SEA will provide assistance to LEAs, schools, and other subgrantees in identifying and implementing effective instructional programs and practices based on scientific research (#3 page 17). Yes_____ No _____ If "no" explain:
II	A	Teacher & Principal Training	II A-10	Did the State describe the remainder of the State's annual measurable objectives under section 1119 (a)(2) (#6 page 21)? Yes_____ No _____ If "no" explain:
II	A	Teacher & Principal Training	II A-11	Did the State describe how it will hold LEAs accountable for (#6 page 21): meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA. Yes_____ No _____ If "no" explain:
II	A	Teacher & Principal Training	II A-12	ensuring that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of "professional development" in section 9101(34)? Yes_____ No _____ If "no" explain:
II	A	Teacher & Principal Training	II A-13	Did the State describe the SEA and the SAHE's agreement on the amount each will retain under section 2113(d) of ESEA? Yes_____ No _____ If yes: Amount for: SEA_____ SAHE_____
II	A	Teacher & Principal Training	II A-14	Look on the State allocation table and choose the greater of the two amounts. Amount for: SEA_____ SAHE_____
II	D	EETT	2 II D-1	State process for awarding competitive subgrants (p.17,Q.2)
II	D	EETT	2 II D-2	State process for awarding competitive subgrants: eligibility (p.17,Q2)
II	D	EETT	2 II D-3	State process for awarding competitive subgrants: selection criteria and how they promote improved academic achievement (p.17,Q2)

II	D	EETT	2 II D-4	State process for awarding competitive subgrants: priorities and how they promote improved academic achievement (p.17,Q2)
II	D	EETT	2 II D-5	State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs to meet goals and objectives (p.17,Q3)
II	D	EETT	2 II D-6	State will help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, IHEs, libraries, and other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction (p.18,Q5d)
II	D	EETT	2 II D-7	State officials and staff will coordinate the various ESEA-funded programs with State-level activities the State administers (p.18, Q6b)
II	D	EETT	2 II D-8	State strategy for determining on a regular basis whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes.
II	D	EETT	2 II D-9	GOALS: Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement (p.21-22; 7a.)
II	D	EETT	2 II D-10	STRATEGIES: Provide a brief summary of the SEA's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into the curricula and instruction (p. 22; 7b.)
II	D	EETT	2 II D-11	ACTIVITIES: Describe key activities that the SEA will conduct or sponsor with the funds it retains at the State level. These may include such activities as provision of distance learning in rigorous academic courses or curricula; the establishment of support of public-private initiatives for the acquisition of technology by high-need LEAs; and the development of performance measurement systems to determine the effectiveness of educational technology programs (p. 22; 7c.)
II	D	EETT	2 II D-12	ACCESS: Provide a brief description of how the SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology (p. 22; 7d.i.)
II	D	EETT	2 II D-13	IMPLEMENT-ATION: Provide a brief description of how the SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program (p. 22: 7d.ii.)

III	A	English Language Acquisition	I F-b	Describe the process the State will use to determine the percentage of Comprehensive School Reform schools with increasing numbers of students meeting or exceeding the proficient level of performance on State assessments in reading/language arts and mathematics.
III	A	English Language Acquisition	III-8a1	Does the State adequately describe how it will ensure that subgrantees use program funds only to carry out activities that reflect scientifically based research on the education of limited English proficient children while allowing those grantees flexibility (to the extent permitted under State law) to select and implement such activities in a manner that they determine best reflects local needs and circumstances? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, explain.
III	A	English Language Acquisition	III-8a2	If State law exists that limits subgrantee flexibility, does the State application describe the extent to which it limits flexibility? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable If yes, describe the limitations on subgrantee flexibility. If no, specify the information the State must submit.
III	A	English Language Acquisition	III-8b1	Does the State describe how it will hold subgrantees accountable for meeting all annual measurable achievement objectives for limited English proficient children, and making adequate yearly progress? <input type="checkbox"/> Yes <input type="checkbox"/> No  If no, explain.
III	A	English Language Acquisition	III-8b2	Does the State provide a definition of adequate yearly progress for LEAs regarding the educational achievement of limited English proficient children? <input type="checkbox"/> Yes <input type="checkbox"/> No  If yes, cite the definition.  If no, explain.

III	A	English Language Acquisition	III-8c1	<p>Does the State specify the percentage of the State's allotment that the State will reserve and the percentage of the reserved funds that the State will use for each of the following categories of State-level activities? If yes, please indicate the percentage:</p> <p>_____ Total reservation</p> <p>_____ Professional development</p> <p>_____ Planning, evaluation, administration, and interagency coordination</p> <p>_____ Technical assistance</p> <p>_____ Recognition to subgrantees that have exceeded their annual measurable achievement objectives</p> <p>If no, explain.</p>
III	A	English Language Acquisition	III-8c2	<p>Has the State exceeded the 5% limitation for State-level activities?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>If yes, explain</p>
III	A	English Language Acquisition	III-8d1	<p>Has the State specified the percentage of the State's allotment that the State will reserve for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>If yes, indicate the percentage: _____</p> <p>If no, explain.</p>
III	A	English Language Acquisition	III-8e1	<p>Does the State describe the process that the State will use to determine whether an LEA has had a significant increase in the enrollment of immigrant children and youth as compared to the average of the two preceding fiscal years?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>If no, explain.</p>

III	A	English Language Acquisition	III-8e2	<p>In awarding subgrants, will the State equally consider eligible entities that have limited or no experience in serving immigrant children and youth?</p> <p>_____ Yes</p> <p>_____ No</p> <p>If no, explain.</p>
III	A	English Language Acquisition	III-8f1	<p>Indicate the total number of limited English proficient children in the State:</p>
III	A	English Language Acquisition	III-8g1	<p>Indicate the total number of immigrant children and youth in the State:</p>
III	A	English Language Acquisition	III-8g2	<p>Does the State provide evidence that the specified total number of immigrant children and youth is based on the most recent data available?</p> <p>_____ Yes</p> <p>_____ No</p> <p>If yes, cite evidence.</p> <p>If no, explain.</p>
IV	A	Safe & Drug Free Schools	IV A-1	<p>Describe the process for awarding competitive subgrants and contracts for the Governor's program, Title IV Part A, Section 4112 and for awarding contracts for the Community Service Grants (Title IV, Part A, Section 4126), Provide a description of the following items, including how the State will address the related statutory requirements:</p> <p>a. timelines.</p> <p>b. selection criteria and how they promote improved academic achievement.</p> <p>c. priorities and how they promote improved academic achievement.</p>
IV	A	Safe & Drug Free Schools	IV A-2	<p>Does the application describe the process for awarding contracts for the Community Service Grants (Title IV, Part A, Section 4126)?</p> <p>Yes _____</p> <p>No _____</p>
IV	A	Safe & Drug Free Schools	IV A-3	<p>Are procedures and timelines included in the process for awarding subgrants for the Governor's program?</p> <p>Yes _____ No _____</p>
IV	A	Safe & Drug Free Schools	IV A-4	<p>Are procedures and timelines included in the process for awarding contracts for the Community Service Grant Program?</p> <p>Yes _____ No _____</p>
IV	A	Safe & Drug Free Schools	IV A-5	<p>Do the procedures include selection criteria, and a description of how they promote improved academic achievement for the Governor's program?</p> <p>Yes _____ No _____</p>

IV	A	Safe & Drug Free Schools	IV A-6	Do the procedures include selection criteria, and a description of how they promote improved academic achievement for the Community Service program? Yes _____ No _____
IV	A	Safe & Drug Free Schools	IV A-7	Do the procedures include priorities, and a description of how they promote improved academic achievement for the Governor's program? Yes _____ No _____
IV	A	Safe & Drug Free Schools	IV A-8	Do the procedures include priorities, and a description of how they promote academic achievement for the Community Service Grant program? Yes _____ No _____
IV	A	Safe & Drug Free Schools	IV A-9	Does the application describe how the State SEA/GOV will monitor and provide professional development and technical assistance to LEAs, schools and other subgrantees to help them implement their programs and meet the States performance goals and objectives? (i.e. schedule of monitoring, TA workshops/ meetings) Yes _____ No _____
IV	A	Safe & Drug Free Schools	IV A-10	Does the application include a description of the assistance the SEA/GOV will provide to LEAs, schools and other subgrantees in identifying and implementing effective instructional programs and practices based on scientific research? (i.e. drug and violence prevention programs) Yes _____ No _____
IV	A	Safe & Drug Free Schools	IV A-11	Does the application describe how SEA officials and staff consulted with the Governor's office in the development of the State plan? Yes _____ No _____
IV	A	Safe & Drug Free Schools	IV A-12	Does the application have a brief description of how State officials will coordinate the various ESEA-funded programs and State level activities the State administers? Yes _____ No _____
IV	A	Safe & Drug Free Schools	IV A-13	Does the application describe how the State officials and staff will coordinate with other organizations, such as businesses, IHEs, nonprofit organizations and other State agencies, including the Governor' office and with other Federal programs? (i.e. CSAP, CDC, OJJDP, etc.) Yes _____ No _____
IV	A	Safe & Drug Free Schools	IV A-14	Does the application describe key strategies in the State's comprehensive plan for the use of funds by the SEA and the Governor of the State to provide safe, orderly, and drug-free schools and communities? Yes _____ No _____
IV	A	Safe & Drug Free Schools	IV A-15	Does the application describe the State's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1? Yes _____ No _____

IV	A	Safe & Drug Free Schools	IV A-16	Are the performance measures focused on student behavior and attitudes and consist of performance indicators for drug and violence prevention program and activities and levels of performance for each performance indicator? Yes _____ No _____
IV	A	Safe & Drug Free Schools	IV A-17	Does the application include timelines for achieving the level of performance stated, details about what mechanisms the State will use to collect data concerning the stated indicators, and provide baseline data for indicators (if available)? Yes _____ No _____
IV	A	Safe & Drug Free Schools	IV A-18	Does the application describe the steps the State will use to implement the Uniform Management Information Reporting System (UMIRS) required by Section 4112 (c) (3)? Yes _____ No _____
IV	A	Safe & Drug Free Schools	IV A-19	Does the description include information about which agency(ies) will be responsible for implementing the UMIRS, a tentative schedule for implementing the UMIRS requirements, as well as preliminary plans for collecting required information? Yes _____ No _____
IV	A	Safe & Drug Free Schools	IV A-20	Does the application indicate the percentage of the State's allocation that is to be reserved for the Governor's program? Yes _____ No _____ If Yes, how much? _____
IV	A	Safe & Drug Free Schools	IV A-21	Does the application provide the name of the entity designated to receive these funds, contact information for that entity ( the name of the head of the designated agency, address, telephone number) and "DUNS" number that should be used to award these funds? Yes _____ No _____
IV	A	Safe & Drug Free Schools	IV A-22	Does the application describe how the SEA, after it has consulted with the Governor, will used program funds to develop and implement a community service program for suspended and expelled students? Yes _____ No _____
IV	B	21st Century	IV B-1	Does the timeline include estimated date of request for application/proposal, due date of application, date funds will be awarded? Are the timelines realistic?
IV	B	21st Century	IV B-2	Will all funds be awarded competitively? Does the selection criteria accurately reflect eligibility? Are there sufficient points allocated to address academic improvement, quality, and need of the program proposed?

IV	B	21st Century	IV B-3	Are the statutory priorities included? (Absolute Priority: CLCs will primarily serve students who attend schools eligible for Title I schoolwide programs (at least 40% qualify for free/reduced lunch) or schools that serve a high percentage of students from low-income families. Competitive Priorities: services are targeted at students who attend schools that have been identified as in need of improvement under Title 1 Section 1116 ; and applications that are submitted jointly between one LEA receiving funds under Part A of Title I and a community based organization or other public or private entity.) Does the State describe any other priorities? Are they consistent with the intent of the statute?
IV	B	21st Century	IV B-4	Does the State adequately describe an acceptable review process and include how the SEA will solicit reviewers and train reviewers?
IV	B	21st Century	IV B-5	What type of professional development, technical assistance, and training will the SEA provide? Will any of it be contracted out? Will the local grantee be required to participate? How frequently will the services be offered?
IV	B	21st Century	IV B-6	Will the strategies lead to effective practices supported by scientific research?
IV	B	21st Century	IV B-7	How will the SEA monitor its local grantees?
IV	B	21st Century	IV B-8	Is 21st CCLC mentioned as a strategy the State will use to promote parental and community participation in schools?
IV	B	21st Century	IV B-9	How will the State assess substantial progress? Will the local program undergo periodic evaluation?
IV	B	21st Century	IV B-10	Does the State describe the performance indicators and measures it will use to evaluate local grantees? Are they reasonable? Do they allow the State to assess progress in meeting State goals and targets?
IV	B	21st Century	IV B-11	What interventions or actions will the State take for local grantees who are not making progress?
IV	B	21st Century	IV B-12	How will the State collect data from local grantees? How often?
IV	B	21st Century	IV B-13	Does the State indicate it will collect the baseline data and submit the information to the Department in September 2003?
V	A	Innovative	V-1	Monitor:  Yes_____ No_____  If “no” explain:
V	A	Innovative	V-2	Provide professional development:  Yes_____ No_____  If “no” explain:

V	A	Innovative	V-3	Provide technical assistance:  Yes_____ No_____  If “no” explain:
V	A	Innovative	V-4	Is the Title V, Part A formula submitted in the application or in a separate document?  Yes_____ No_____  If “no” explain:
V	A	Innovative	V-5	How does the SEA determine which LEAs will receive higher per pupil allocations (#13 page 24)?
V	A	Innovative	V-6	What is the amount or percentage of funds reserved for State use (#13 page 24)?
V	A	Innovative	V-7	Is this amount equal to or less than 15 percent of the total State allocation (#13 page 24)?  Yes_____ No_____  If “no” explain:
V	A	Innovative	V-8	What is the amount or percentage of funds reserved for State administration (#13 page 24)?
V	A	Innovative	V-9	Is this amount equal to or less than 15 percent of the 15 percent reserved for State use (#13 page 24)?  Yes_____ No_____  If “no” explain:
V	A	Innovative	V-10	Name the category under which the activity is being implemented (see section 5121). Indicate whether each activity appears to comply with Title V, Part A requirements. Give page reference for each (#13 page 24).
VI	A	State Assessment	7i	The State described: (need all 3 areas) _____ SEA review of data, such as: _____ State Assessment data _____ School Report Cards _____ Evaluation reports _____ Data submitted by LEA’s Schools for the annual performance report to ED _____ Even Start State indicators of program quality _____ Progress on project objectives (Pt. B) _____ Entry and exit exam results (Pt. D) _____ Number of students receiving GED or diploma (Pt. D) _____ Employment data (Pt. D)

VI	A	State Assessment	7ii	<input type="checkbox"/> Use of data, such as: <input type="checkbox"/> Identifying schools for improvement, corrective action, and restructuring <input type="checkbox"/> Prioritizing schools/LEAs that need technical assistance <input type="checkbox"/> Determining which LEAs to monitor <input type="checkbox"/> Determining continuation awards for competitive subgrants (Pts. B & D)
VI	A	State Assessment	7iii	<input type="checkbox"/> Actions/interventions, such as: <input type="checkbox"/> Assigning service teams to work with schools/LEAs <input type="checkbox"/> Providing or brokering professional development, <input type="checkbox"/> Holding model provider fairs

## ENDNOTES

0.2 Which of the following did the State NOT check?

0.3 Is there a name and contact information for each of the above programs? \_\_\_\_ Yes \_\_\_\_ No Specify any included programs without such information.

0.4 Did the State adopt all 5 goals? \_\_\_\_ Yes \_\_\_\_ No. Explain.

0.5 Did the State agree to report on all indicators? \_\_\_\_ Yes \_\_\_\_ No. Explain.

0.6 Did the State include additional goals or indicators? \_\_\_\_ Yes Briefly describe. \_\_\_\_ No

0.7 Did the State agree to submit targets? \_\_\_\_ Yes \_\_\_\_ No

Did the State agree to submit baseline data? \_\_\_\_ Yes \_\_\_\_ No

1a \_\_\_\_ A statement that they have already completed one of the above.

1b \_\_\_\_ A timeline for adopting science standards at the 3 grade spans

1ci \_\_\_\_ A statement that it has already completed this for some assessments required by NCLB, but not required by IASA-94, and a timeline for the completion of other required assessments.

? In this case, which assessments has the State completed? List in next column.

1d \_\_\_\_ A statement that it has already completed this for all academic achievement standards required by NCLB.

1h \_\_\_\_ Describes how it already uses a single accountability system.

II A-11 Did the State describe how it will hold LEAs accountable for (#6 page 21): meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA. Yes \_\_\_\_ No \_\_\_\_ If "no" explain:

III 8b1 Does the State describe how it will hold subgrantees accountable for meeting all annual measurable achievement objectives for limited English proficient children, and making adequate yearly progress? \_\_\_\_ Yes \_\_\_\_ No

If no, explain.

1j 1ji \_\_\_\_ LEAs will provide for annual assessment of English proficiency.

\_\_\_\_ LEAs' annual assessment of English proficiency will include speaking, listening, reading, writing, and comprehension.

1kii \_\_\_\_ How the English proficiency standards are aligned with the State academic content and student achievement standards.

\_\_\_\_ The state has completed this

\_\_\_\_ The state describes plans for completing this

\_\_\_\_ The state doesn't address this

III 8b2 Does the State provide a definition of adequate yearly progress for LEAs regarding the educational achievement of limited English proficient children? \_\_\_\_ Yes \_\_\_\_ No If yes, cite the definition. If no, explain.

2a \_\_\_\_ The State has described a cross-cutting strategy for awarding subgrants

2 1ai The process description includes: (need all)

\_\_\_\_ A timeline that provides milestones such as:

\_\_\_\_ Awarding continuations before new grants

\_\_\_\_ Date of continuations

\_\_\_\_ Date of award of new grants

2b,c \_\_\_\_ The State describes the process of awarding subgrants for each of the listed programs, if different from above strategy

\_\_\_\_ The State describes timelines, selection criteria, and priorities for awarding competitive subgrants for each of the listed programs

2-1aiv \_\_\_\_ The State's review panel consists of at least three members, including one early childhood professional, one adult education professional, and one individual with expertise in family literacy programs.

3-2bii The SEA considers: (need all) \_\_\_\_ Progress on its indicators of program quality

3-2cii List the key strategies used.

: 2-1bi The State described its selection criteria. \_\_\_\_ Yes \_\_\_\_ No The State's review plan approves applications as described in section 1238(a)(1)(A-H): (need all)

2-1cii The State's application gives priorities to applicants that target services to families most in need of Even Start services or are located in empowerment zones or enterprise communities. \_\_\_\_ Yes \_\_\_\_ No

2-1ci The State described its priorities \_\_\_\_ Yes \_\_\_\_ No

2b,c \_\_\_\_ The State describes the process of awarding subgrants for each of the listed programs, if different from above strategy

\_\_\_\_ The State describes timelines, selection criteria, and priorities for awarding competitive subgrants for each of the listed programs

2-1fi Describe timelines related to the statutory requirements.

2-1fii Describe the selection criteria and how they promote improved academic achievement.

2-1fiii Describe priorities and how they promote academic achievement.

2b,c \_\_\_\_ The State describes the process of awarding subgrants for each of the listed programs, if different from above strategy

\_\_\_\_ The State describes timelines, selection criteria, and priorities for awarding competitive subgrants for each of the listed programs

II-A4 Did the State describe the SAHE competitive process for making subgrants to eligible partnerships?. Yes \_\_\_\_ No \_\_\_\_ If "no" explain:

II-A5 Did the State address how the process ensures that subgrants are equitably distributed by geographic area within a State or how eligible partnerships in all geographic areas within the State are served through the subgrants?. Yes \_\_\_\_ No \_\_\_\_ If "no" explain:

2b,c \_\_\_\_ The State describes the process of awarding subgrants for each of the listed programs, if different from above strategy

\_\_\_\_ The State describes timelines, selection criteria, and priorities for awarding competitive subgrants for each of the listed programs

2 IID-1 State process for awarding competitive subgrants (p.17,Q.2)

2IID-13 IMPLEMENT-ATION: Provide a brief description of how the SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program (p. 22: 7d.ii.)

2IID-2 State process for awarding competitive subgrants: eligibility (p.17,Q2)

2IID-3 State process for awarding competitive subgrants: selection criteria and how they promote improved academic achievement (p.17,Q2)

2IID-4 State process for awarding competitive subgrants: priorities and how they promote improved academic achievement (p.17,Q2)

2IID-9 GOALS: Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement (p.21-22; 7a.)

2IID-5 State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs to meet goals and objectives (p.17,Q3)

2IID-6 State will help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, IHEs, libraries, and other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction (p.18,Q5d)

2IID-12 ACCESS: Provide a brief description of how the SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology (p. 22; 7d.i.)

2IID-7 State officials and staff will coordinate the various ESEA -funded programs with State-level activities the State administers (p.18, Q6b)

2IID-8 State strategy for determining on a regular basis whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes.

2IID-5 State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs to meet goals and objectives (p.17,Q3)

2b,c

IVA-1 Describe the process for awarding competitive subgrants and contracts for the Governor's program, Title IV Part A, Section 4112 and for awarding contracts for the Community Service Grants (Title IV, Part A, Section 4126), Provide a description of the following items, including how the State will address the related statutory requirements: a. timelines. b. selection criteria and how they promote improved academic achievement. c. priorities and how they promote improved academic achievement.

IVA-3 Are procedures and timelines included in the process for awarding subgrants for the Governor's program? Yes \_\_\_\_\_ No \_\_\_\_\_

IVA-5 Do the procedures include selection criteria, and a description of how they promote improved academic achievement for the Governor's program? Yes \_\_\_\_\_ No \_\_\_\_\_

IVA-7 Do the procedures include priorities, and a description of how they promote improved academic achievement for the Governor's program? Yes \_\_\_\_\_ No \_\_\_\_\_

IVA-2 Does the application describe the process for awarding contracts for the Community Service Grants (Title IV, Part A, Section 4126)? Yes \_\_\_\_\_ No \_\_\_\_\_

IVA-4 Are procedures and timelines included in the process for awarding contracts for the Community Service Grant Program? Yes \_\_\_\_\_ No \_\_\_\_\_

IVA-6 Do the procedures include selection criteria, and a description of how they promote improved academic achievement for the Community Service program? Yes \_\_\_\_\_ No \_\_\_\_\_

IVA-8 Do the procedures include priorities, and a description of how they promote academic achievement for the Community Service Grant program? Yes \_\_\_\_\_ No \_\_\_\_\_

IVB-1 Does the timeline include estimated date of request for application/proposal, due date of application, date funds will be awarded? Are the timelines realistic?

IVB-8

IVB-2 Will all funds be awarded competitively? Does the selection criteria accurately reflect eligibility? Are there sufficient points allocated to address academic improvement, quality, and need of the program proposed?

IVB-4 Does the State adequately describe an acceptable review process and include how the SEA will solicit reviewers and train reviewers?

IVB-2 Will all funds be awarded competitively? Does the selection criteria accurately reflect eligibility? Are there sufficient points allocated to address academic improvement, quality, and need of the program proposed?

IVB-3 Are the statutory priorities included? (Absolute Priority: CLCs will primarily serve students who attend schools eligible for Title I schoolwide programs (at least 40% qualify for free/reduced lunch) or schools that serve a high percentage of students from low-income families. Competitive Priorities: services are targeted at students who attend schools that have been identified as in need of improvement under Title 1 Section 1116 ; and applications that are submitted jointly between one LEA receiving funds under Part A of Title I and a community based organization or other public or private entity.) Does the State describe any other priorities? Are they consistent with the intent of the statute?

3i The State described its plan for: (need all 4 groups)

\_\_\_\_\_ Monitoring, including items such as:

[See also the State's response to item #35.]

\_\_\_\_\_ Plan for on-site monitoring (required)

\_\_\_\_\_ Procedures for desk monitoring

\_\_\_\_\_ Other (List in next column.)

IIA-6: Does the application describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs and meet the States' (and those entities' own) performance goals and objectives? Monitor: Yes \_\_\_\_\_ No \_\_\_\_\_ If "no" explain:

IIA-11 Did the State describe how it would hold LEAs accountable for (#6 page 21): meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA. Yes \_\_\_\_\_ No \_\_\_\_\_ If "no" explain:

3iii \_\_\_\_\_ Technical assistance, such as:

\_\_\_\_\_ Regional technical assistance meetings

\_\_\_\_\_ Annual Title I meeting

\_\_\_\_\_ Coordination with regional comprehensive center

\_\_\_\_\_ Hosting model provider fairs

\_\_\_\_\_ Other (List in next column.)

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IIA-7 Provide professional development: Yes \_\_\_\_\_ No \_\_\_\_\_ If "no" explain:

IIA-9 Does the description include how the SEA will provide assistance to LEAs, schools, and other subgrantees in identifying and implementing effective instructional programs and practices based on scientific research (#3 page 17). Yes \_\_\_\_\_ No \_\_\_\_\_ If "no" explain:

IIA-8 Provide technical assistance: Yes \_\_\_\_\_ No \_\_\_\_\_ If "no" explain:

IIA-1 Conduct effective professional development activities. Yes \_\_\_\_\_ No \_\_\_\_\_ If "no" explain:

IIA-12 Ensuring that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of "professional development" in section 9101(34)? Yes \_\_\_\_\_ No \_\_\_\_\_ If "no" explain:

IIA-11 Did the State describe how it would hold LEAs accountable for (#6 page 21): meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA. Yes \_\_\_\_\_ No \_\_\_\_\_ If "no" explain:

3iv \_\_\_\_\_ Identifying and implementing effective instructional programs and practices based on scientific research, including: \_\_\_\_\_ Specific strategies (List in next column.)

IIA-10 Did the State describe the remainder of the State's annual measurable objectives under section 1119 (a)(2) (#6 page 21)? Yes \_\_\_\_\_ No \_\_\_\_\_ If "no" explain:

IVA-9 Does the application describe how the State SEA/GOV will monitor and provide professional development and technical assistance to LEAs, schools and other subgrantees to help them implement their programs and meet the States performance goals and objectives? (i.e. schedule of monitoring, TA workshops/ meetings) Yes \_\_\_\_\_ No \_\_\_\_\_

IVA-10 Does the application include a description of the assistance the SEA/GOV will provide to LEAs, schools and other subgrantees in identifying and implementing effective instructional programs and practices based on scientific research? (i.e. drug and violence prevention programs) Yes \_\_\_\_\_ No \_\_\_\_\_

4i The State submitted a description of: (need both) \_\_\_\_\_ Its Statewide system of support (school support teams, distinguished teachers and principals, additional approaches such as institutions of higher education, educational service agencies or other local consortia, private providers scientifically-based technical assistance)

4ii \_\_\_\_\_ How it is giving priority to the use of school support teams

5i The description includes how the State will: \_\_\_\_\_ Disseminate and interpret to LEAs and schools, schoolwide program requirements relating to identification, use of funds, planning, implementation and evaluation

5iii \_\_\_\_\_ Monitor and provide support to schoolwide program schools to ensure that students reach proficiency toward meeting the State's academic content and achievement standards.

5v \_\_\_\_\_ Modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate Federal, State and local funds for schoolwide programs.

5bi \_\_\_\_\_ Specific strategies it will use to help all teachers in high-poverty schools and schools in need of improvement be "highly qualified" (required)

5bii \_\_\_\_\_ Strategies for coordinating the use of Title I and Title II funds to help all teachers be "highly qualified"

5biii \_\_\_\_\_ Strategies to recruit and retain highly qualified teachers, such as financial incentives and reimbursement for coursework or additional certifications.

5ci \_\_\_\_\_ To ensure that paraprofessionals with instructional duties that are hired by LEAs after January 8, 2002 to work in a program supported with Title I funds have (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness);

5cii \_\_\_\_\_ To ensure that all existing paraprofessionals with instructional duties working in a program supported with Title I funds meet these requirements within four years; and

5ciii \_\_\_\_\_ To ensure that all paraprofessionals (regardless of their hiring date) in a program supported with Title I funds have a secondary school diploma or equivalent.

5ei \_\_\_\_\_ Technical assistance to ensure that activities under Section 1118 are carried out; including:

\_\_\_\_\_ Ensuring that each school develop and/or revise in consultation with parents the school-parent compact,

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- \_\_\_\_ Ensuring that the school choice and supplemental services provisions are carried out,  
\_\_\_\_ Ensuring that the individual and school report cards provisions are implemented.
- <sup>5eiii</sup> \_\_\_\_ Plans, guidelines and procedures to disseminate and publicize results of the SEA's review required by Section 1111(b)(2) to LEAs, teachers and other staff, parents, students, and the community and any other provisions requiring such dissemination and publication by means of the internet, the media, etc.
- <sup>5eii</sup> \_\_\_\_ Plans, procedures and guidelines for collecting and disseminating effective parental involvement practices to LEAs and schools.
- <sup>5eiv</sup> \_\_\_\_ Applicable assurances or plans to notify parents with respect to the parents right-to-know provisions in the language that parents understand to the extent practicable.
- <sup>6a</sup> \_\_\_\_ Consultation with Governor's office in the development of the State application/plan
- <sup>6e</sup> \_\_\_\_ Coordination with other State agencies, including the Governor's office
- <sup>6b</sup> \_\_\_\_ Coordination across ESEA-funded programs
- <sup>1C-1</sup> Did the State include the MEP in its State-level coordination? \_\_\_\_ yes \_\_\_\_ no
- <sup>1C-2</sup> Is the level of coordination sufficient to promote the efficient and coordinated delivery of services to migrant children? \_\_\_\_ yes \_\_\_\_ no
- <sup>1VA-13</sup> Does the application describe how the State officials and staff will coordinate with other organizations, such as businesses, IHEs, nonprofit organizations and other State agencies, including the Governor's office and with other Federal programs? (i.e. CSAP, CDC, OJJDP, etc.) Yes \_\_\_\_ No \_\_\_\_
- <sup>6c</sup> \_\_\_\_ Coordination of ESEA-funded programs with State-level programs and activities
- <sup>1VB-8</sup> Is 21st CCLC mentioned as a strategy the State will use to promote parental and community participation in schools?
- <sup>6d</sup> \_\_\_\_ Coordination with businesses, IHEs, NPOs,
- <sup>6e</sup> \_\_\_\_ Coordination with other State agencies, including the Governor's office
- <sup>6a</sup> \_\_\_\_ Consultation with Governor's office in the development of the State application/plan
- <sup>7i</sup> The State described: (need all 3 areas)
- \_\_\_\_ SEA review of data, such as:
- \_\_\_\_ State Assessment data
- \_\_\_\_ School Report Cards
- \_\_\_\_ Evaluation reports
- \_\_\_\_ Data submitted by LEA's Schools for the annual performance report to ED
- \_\_\_\_ Even Start State indicators of program quality
- \_\_\_\_ Progress on project objectives (Pt. B)
- \_\_\_\_ Entry and exit exam results (Pt. D)
- \_\_\_\_ Number of students receiving GED or diploma (Pt. D)
- \_\_\_\_ Employment data (Pt. D)
- <sup>7ii</sup> \_\_\_\_ Use of data, such as:
- \_\_\_\_ Identifying schools for improvement, corrective action, and restructuring
- \_\_\_\_ Prioritizing schools/LEAs that need technical assistance
- \_\_\_\_ Determining which LEAs to monitor
- \_\_\_\_ Determining continuation awards for competitive subgrants (Pts. B & D)
- <sup>7iii</sup> \_\_\_\_ Actions/interventions, such as:
- \_\_\_\_ Assigning service teams to work with schools/LEAs
- \_\_\_\_ Providing or brokering professional development,
- \_\_\_\_ Holding model provider fairs
- <sup>3-1a</sup> Identify the amount of the reservation in section 1003(a) for school improvement that the State will use for State-level activities and describe those activities.
- <sup>3-1b</sup> For the 95 percent of the reservation in section 1003(a) that must be made available to LEAs, describe how the SEA will allocate funds to assist LEAs in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any SEA requirements for use of those funds.
- <sup>3-1c</sup> Identify what part, if any, of State administrative funds the SEA will use for assessment development under section 1004 of the ESEA, and describe how those funds will be used.
- <sup>3-1d</sup> Describe how the State will inform LEAs of the procedure they must use to distribute funds for schools to use for supplemental services under section 1167(e)(7), and the procedures for determining the amount to be used for this purpose. Correct citation is 1116(e)(6) and (7).

3-1e Describe how the State will use funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111(1) and (2).

7i The State described: (need all 3 areas)

- \_\_\_ SEA review of data, such as:
- \_\_\_ State Assessment data
- \_\_\_ School Report Cards
- \_\_\_ Evaluation reports
- \_\_\_ Data submitted by LEA's Schools for the annual performance report to ED
- \_\_\_ Even Start State indicators of program quality
- \_\_\_ Progress on project objectives (Pt. B)
- \_\_\_ Entry and exit exam results (Pt. D)
- \_\_\_ Number of students receiving GED or diploma (Pt. D)
- \_\_\_ Employment data (Pt. D)

3-2ai The State describes how it will use its indicators. \_\_\_ Yes (List key activities in next column.) \_\_\_ No Does the State's strategy for providing technical assistance to low-performing projects seem effective for improving those projects' performance? \_\_\_ Yes \_\_\_ No

3-2aii If the State included a copy of their indicators, do we have the most recent version of the indicators on file? \_\_\_ Yes \_\_\_ No. Make a copy for our files. \_\_\_ The State did not include a copy

2-1aii \_\_\_ A requirement for a plan of operation and continuous improvement for the Even Start project that includes the items as described in section 1237(c)(A-G).

2-1ai \_\_\_ A requirement that each applicant to document that it has qualified personnel to develop, administer, and implement an Even Start program and to provide access to the special training necessary to prepare staff for the program, as described in section 1237(b).

3-2aiii The State's plan is an annual one. \_\_\_ Yes \_\_\_ No (How often? \_\_\_\_\_)

2-1av \_\_\_ The State provides startup funds information to eligible recipients.

3-2bi The SEA described what constitutes sufficient progress for continuation: \_\_\_ Yes \_\_\_ No

3-2bii The SEA considers: (need all) \_\_\_ Progress on its indicators of program quality

3-2biii \_\_\_ Progress on the local project's program objectives

3-2biv \_\_\_ The local project's progress toward improving adult and child literacy results

3-2bv \_\_\_ The local project's compliance with the statute in implementing its local program.

3-2civ Does the State have standards for children ages birth through seven? \_\_\_ Yes \_\_\_ No

3-2ciii How does the State inform projects of the applicable State content and student achievement standards? \_\_\_ Explain in next column \_\_\_ Information is not provided.

3-2di The State's Even Start allocation is \_\_\_\_\_ (from our table)

3-2cii List the key strategies used.

3-2iii \_\_\_ Administration; amount: \_\_\_\_\_ Is this more than half of the total reserved? \_\_\_ Yes \_\_\_ No

3-2dii The State identifies the amounts of the reservation under §1233(a) for: \_\_\_ Total reserved; amount: \_\_\_\_\_ Is this more than 6% of ES allocation? \_\_\_ Yes \_\_\_ No

2-1avi Does the State consult with its Committee of Practitioners regarding its RFP? \_\_\_ Yes \_\_\_ No

IC-4 Is the process that the State intends to use to develop, implement, and document a comprehensive needs assessment likely to result in the production of a high quality product that will enable the State to determine needs, examine their nature and causes, and set priorities for future action? \_\_\_ yes \_\_\_ no

IC-6 Has the State made a direct connection between the results of the statewide needs assessment and the funding priorities? \_\_\_ yes \_\_\_ no

IC-7 Has the SEA described how the State's priorities relate to meeting the performance indicators (i.e., 1.1, 1.2, 5.1, & 5.2)? \_\_\_ yes \_\_\_ no

IC-8 Are the State's priorities for the use of MEP funds likely to assist migrant students in meeting the State's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students)? \_\_\_ yes \_\_\_ no

IC-5 Does the State describe its priorities for the use of MEP funds? \_\_\_ yes \_\_\_ no

IC-12a Has the State provided a description of its funding priorities and how they promote improved academic achievement? (For the purpose of the MEP, a priority is any criteria not identified above that the State uses to make subgrants for Title I, Part C.) \_\_\_ yes \_\_\_ no

IC-13 Has the State described how it will use MEP funds to promote interstate and intrastate coordination? \_\_\_ yes \_\_\_ no

IC-15 Are the procedures that the State plans to implement likely to result in promoting continuity of education and the interstate and intrastate coordination of services for migrant children? \_\_\_\_ yes \_\_\_\_ no

IC-14 Has the State described how it will provide for the timely transfer of school records? \_\_\_\_ yes \_\_\_\_ no

IC-9 Has the State described its subgranting process for the MEP? \_\_\_\_ yes \_\_\_\_ no

IC-10 Has the State provided timelines in the process for awarding subgrants? \_\_\_\_ yes \_\_\_\_ no

IC-11 Has the State provided the selection criteria (e.g., funding formula) and how it promotes improved academic achievement? \_\_\_\_ yes \_\_\_\_ no

IC-12 Does the formula include factors that take into account the: (a) numbers of migratory children \_\_\_\_ yes \_\_\_\_ no  
 (b) needs of migratory children \_\_\_\_ yes \_\_\_\_ no  
 (c) statutory priority for service \_\_\_\_ yes \_\_\_\_ no  
 (a) availability of other funds \_\_\_\_ yes \_\_\_\_ no

IC-1 Did the State include the MEP in its State-level coordination? \_\_\_\_ yes \_\_\_\_ no

IC-16-19 Has the State described how it will evaluate the effectiveness of its migrant education program and projects? \_\_\_\_ yes \_\_\_\_ no

Is the evaluation designed to measure student "outcomes?" \_\_\_\_ yes \_\_\_\_ no

Does the evaluation focus on indicators 1.1, 1.2, 5.1, and 5.2? \_\_\_\_ yes \_\_\_\_ no

Is the evaluation plan of sufficient rigor to be likely to result in a high-quality evaluation that can be instructive in improving program effectiveness? \_\_\_\_ yes \_\_\_\_ no

IC-21.22 Has the SEA described how the State will use the funds? \_\_\_\_ yes \_\_\_\_ no

Does the State plan to use these funds for allowable purposes? \_\_\_\_ yes \_\_\_\_ no

IC-20 Has the State provided an estimate of the amount of MEP funds it plans to set aside to carry out administrative and program functions that are unique to the MEP? \_\_\_\_ yes \_\_\_\_ no

3-4ai \_\_\_\_ A description of the State's N or D performance indicators

3-4aii \_\_\_\_ A description of the State's N or D performance objectives

3-4aiii \_\_\_\_ A description of the State's identified data collection sources for program improvement

3-4aiv \_\_\_\_ An indication that the above apply to both subpart 1 and subpart 2

4bi \_\_\_\_ A description of the State assistance to State agencies and LEAs for facilitating transition services

4ci \_\_\_\_ A description of State guidance to State agencies and LEAs on use of funds for transition services Note: States may also refer to section 1422.

1F-a Describe the process the State educational agency will use to ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program.

1F-b Describe the process the State will use to determine the percentage of Comprehensive School Reform schools with increasing numbers of students meeting or exceeding the proficient level of performance on State assessments in reading/language arts and mathematics.

5bi \_\_\_\_ Specific strategies it will use to help all teachers in high-poverty schools and schools in need of improvement be "highly qualified" (required)

IIA-2 Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes. Yes \_\_\_\_ No \_\_\_\_ If "no" explain:

5bii \_\_\_\_ Strategies for coordinating the use of Title I and Title II funds to help all teachers be "highly qualified"

3iii \_\_\_\_ Technical assistance, such as:  
 \_\_\_\_ Regional technical assistance meetings  
 \_\_\_\_ Annual Title I meeting  
 \_\_\_\_ Coordination with regional comprehensive center  
 \_\_\_\_ Hosting model provider fairs  
 \_\_\_\_ Other (List in next column.)

3iv \_\_\_\_ Identifying and implementing effective instructional programs and practices based on scientific research, including: \_\_\_\_ Specific strategies (List in next column.)

IIA-1 Conduct effective professional development activities. Yes \_\_\_\_ No \_\_\_\_ If "no" explain:

IIA-3 Retain highly qualified teachers. Yes \_\_\_\_ No \_\_\_\_ If "no" explain:

3i The State described its plan for: (need all 4 groups)  
 \_\_\_\_ Monitoring, including items such as:  
 [See also the State's response to item #35.]  
 \_\_\_\_ Plan for on-site monitoring (required)  
 \_\_\_\_ Procedures for desk monitoring  
 \_\_\_\_ Other (List in next column.)

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3ii \_\_\_\_\_ Professional development strategies, such as:

\_\_\_\_\_ Providing professional development for teachers in schools in need of improvement

\_\_\_\_\_ Brokering professional development for LEAs

\_\_\_\_\_ Role of distinguished educators

\_\_\_\_\_ Role of distinguished schools

\_\_\_\_\_ Use of school support teams

\_\_\_\_\_ Other (List in next column)

IIA-4 Did the State describe the SAHE competitive process for making subgrants to eligible partnerships?. Yes \_\_\_\_\_

No \_\_\_\_\_ If "no" explain:

IIA-5 Did the State address how the process ensures that subgrants are equitably distributed by geographic area within a State or how eligible partnerships in all geographic areas within the State are served through the subgrants?. Yes \_\_\_\_\_

No \_\_\_\_\_ If "no" explain:

IIA-13 Did the State describe the SEA and the SAHE's agreement on the amount each will retain under section 2113(d) of ESEA? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes: Amount for: SEA \_\_\_\_\_ SAHE \_\_\_\_\_

IIA-14 Look on the State allocation table and choose the greater of the two amounts. Amount for: SEA \_\_\_\_\_ SAHE \_\_\_\_\_

2IID-9 GOALS: Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement (p.21-22; 7a.)

2IID-10 STRATEGIES: Provide a brief summary of the SEA's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into the curricula and instruction (p. 22; 7b.)

2IID-11 ACTIVITIES: Describe key activities that the SEA will conduct or sponsor with the funds it retains at the State level. These may include such activities as provision of distance learning in rigorous academic courses or curricula; the establishment of support of public-private initiatives for the acquisition of technology by high-need LEAs; and the development of performance measurement systems to determine the effectiveness of educational technology programs (p. 22; 7c.)

2IID-12 ACCESS: Provide a brief description of how the SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology (p. 22; 7d.i.)

2IID-13 IMPLEMENTATION: Provide a brief description of how the SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program (p. 22; 7d.ii.)

2IID-8 State strategy for determining on a regular basis whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes.

III8a1 Does the State adequately describe how it will ensure that subgrantees use program funds only to carry out activities that reflect scientifically based research on the education of limited English proficient children while allowing those grantees flexibility (to the extent permitted under State law) to select and implement such activities in a manner that they determine best reflects local needs and circumstances? \_\_\_\_\_ Yes \_\_\_\_\_ No If no, explain.

III8a2 If State law exists that limits subgrantee flexibility, does the State application describe the extent to which it limits flexibility? \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Not applicable If yes, describe the limitations on subgrantee flexibility. If no, specify the information the State must submit.

III8b1 Does the State describe how it will hold subgrantees accountable for meeting all annual measurable achievement objectives for limited English proficient children, and making adequate yearly progress? \_\_\_\_\_ Yes \_\_\_\_\_ No If no, explain.

III8b2 Does the State provide a definition of adequate yearly progress for LEAs regarding the educational achievement of limited English proficient children? \_\_\_\_\_ Yes \_\_\_\_\_ No If yes, cite the definition. If no, explain.

III8c-1 Does the State specify the percentage of the State's allotment that the State will reserve and the percentage of the reserved funds that the State will use for each of the following categories of State-level activities?

If yes, please indicate the percentage:

\_\_\_\_\_ Total reservation

- 
- \_\_\_\_\_ Professional development
- \_\_\_\_\_ Planning, evaluation, administration, and interagency coordination
- \_\_\_\_\_ Technical assistance
- \_\_\_\_\_ Recognition to subgrantees that have exceeded their annual measurable achievement objectives
- If no, explain.
- III8-c2 Has the State exceeded the 5% limitation for State-level activities? \_\_\_\_ Yes \_\_\_\_ No If yes, explain
- III8d-1 Has the State specified the percentage of the State's allotment that the State will reserve for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth? \_\_\_\_ Yes \_\_\_\_ No If yes, indicate the percentage: \_\_\_\_\_. If no, explain.
- III8e1 Does the State describe the process that the State will use to determine whether an LEA has had a significant increase in the enrollment of immigrant children and youth as compared to the average of the two preceding fiscal years? \_\_\_\_ Yes \_\_\_\_ No If no, explain.
- III8e-1 In awarding subgrants, will the State equally consider eligible entities that have limited or no experience in serving immigrant children and youth? \_\_\_\_ Yes \_\_\_\_ No If no, explain.
- III8f-1 Indicate the total number of limited English proficient children in the State:
- III8g-1 Indicate the total number of immigrant children and youth in the State:
- III8g-2 Does the State provide evidence that the specified total number of immigrant children and youth is based on the most recent data available? \_\_\_\_ Yes \_\_\_\_ No If yes, cite evidence. If no, explain.
- IVA-11 Does the application describe how SEA officials and staff consulted with the Governor's office in the development of the State plan? Yes \_\_\_\_ No \_\_\_\_
- IVA-12 Does the application have a brief description of how State officials will coordinate the various ESEA-funded programs and State level activities the State administers? Yes \_\_\_\_ No \_\_\_\_
- IVA-14 Does the application describe key strategies in the State's comprehensive plan for the use of funds by the SEA and the Governor of the State to provide safe, orderly, and drug-free schools and communities? Yes \_\_\_\_ No \_\_\_\_
- IVA-15 Does the application describe the State's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1? Yes \_\_\_\_ No \_\_\_\_
- IVA-14 Does the application describe key strategies in the State's comprehensive plan for the use of funds by the SEA and the Governor of the State to provide safe, orderly, and drug-free schools and communities? Yes \_\_\_\_ No \_\_\_\_
- IVA-15 Does the application describe the State's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1? Yes \_\_\_\_ No \_\_\_\_
- IVA-14 Does the application describe key strategies in the State's comprehensive plan for the use of funds by the SEA and the Governor of the State to provide safe, orderly, and drug-free schools and communities? Yes \_\_\_\_ No \_\_\_\_
- IVA-15 Does the application describe the State's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1? Yes \_\_\_\_ No \_\_\_\_
- IVA-16 Are the performance measures focused on student behavior and attitudes and consist of performance indicators for drug and violence prevention program and activities and levels of performance for each performance indicator? Yes \_\_\_\_ No \_\_\_\_
- IVA-17 Does the application include timelines for achieving the level of performance stated, details about what mechanisms the State will use to collect data concerning the stated indicators, and provide baseline data for indicators (if available)? Yes \_\_\_\_ No \_\_\_\_
- IVA-16 Are the performance measures focused on student behavior and attitudes and consist of performance indicators for drug and violence prevention program and activities and levels of performance for each performance indicator? Yes \_\_\_\_ No \_\_\_\_
- IVA-17 Does the application include timelines for achieving the level of performance stated, details about what mechanisms the State will use to collect data concerning the stated indicators, and provide baseline data for indicators (if available)? Yes \_\_\_\_ No \_\_\_\_
- IVA-16 Are the performance measures focused on student behavior and attitudes and consist of performance indicators for drug and violence prevention program and activities and levels of performance for each performance indicator? Yes \_\_\_\_ No \_\_\_\_
- IVA-18 Does the application describe the steps the State will use to implement the Uniform Management Information Reporting System (UMIRS) required by Section 4112 (c) (3)? Yes \_\_\_\_ No \_\_\_\_
- IVA-19 Does the description include information about which agency(ies) will be responsible for implementing the UMIRS, a tentative schedule for implementing the UMIRS requirements, as well as preliminary plans for collecting required information? Yes \_\_\_\_ No \_\_\_\_

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- IVA-20 Does the application indicate the percentage of the State's allocation that is to be reserved for the Governor's program? Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes, how much? \_\_\_\_\_
- IVA-21 Does the application provide the name of the entity designated to receive these funds, contact information for that entity ( the name of the head of the designated agency, address, telephone number) and "DUNS" number that should be used to award these funds? Yes \_\_\_\_\_ No \_\_\_\_\_
- IVA-22 Does the application describe how the SEA, after it has consulted with the Governor, will use program funds to develop and implement a community service program for suspended and expelled students? Yes \_\_\_\_\_ No \_\_\_\_\_
- IVB-5 What type of professional development, technical assistance, and training will the SEA provide? Will any of it be contracted out? Will the local grantee be required to participate? How frequently will the services be offered?
- IVB-6 Will the strategies lead to effective practices supported by scientific research?
- IVB-7 How will the SEA monitor its local grantees?
- IVB-10 Does the State describe the performance indicators and measures it will use to evaluate local grantees? Are they reasonable? Do they allow the State to assess progress in meeting State goals and targets?
- IVB-9 How will the State assess substantial progress? Will the local program undergo periodic evaluation?
- IVB-12 How will the State collect data from local grantees? How often?
- IVB-11 What interventions or actions will the State take for local grantees who are not making progress?
- V-4 Is the Title V, Part A formula submitted in the application or in a separate document? Yes \_\_\_\_\_ No \_\_\_\_\_
- If "no" explain:
- V-1 Monitor: Yes \_\_\_\_\_ No \_\_\_\_\_ If "no" explain:
- V-3 Provide technical assistance: Yes \_\_\_\_\_ No \_\_\_\_\_ If "no" explain:
- V-5 How does the SEA determine which LEAs will receive higher per pupil allocations (#13 page 24)?
- V-6 What is the amount or percentage of funds reserved for State use (#13 page 24)?
- V-7 Is this amount equal to or less than 15 percent of the total State allocation (#13 page 24)? Yes \_\_\_\_\_ No \_\_\_\_\_ If "no" explain:
- V-8 What is the amount or percentage of funds reserved for State administration (#13 page 24)?
- V-9 Is this amount equal to or less than 15 percent of the 15 percent reserved for State use (#13 page 24)? Yes \_\_\_\_\_ No \_\_\_\_\_ If "no" explain:
- V-2 Provide professional development: Yes \_\_\_\_\_ No \_\_\_\_\_ If "no" explain:
- V-10 Name the category under which the activity is being implemented (see section 5121). Indicate whether each activity appears to comply with Title V, Part requirements. Give page reference for each (#13 page 24).
- 6g The State describes specific steps it plans to take to ensure equitable access and participation. \_\_\_\_\_ Yes \_\_\_\_\_ No
- 6h Will the State consolidate administrative funds? \_\_\_\_\_ Yes \_\_\_\_\_ No